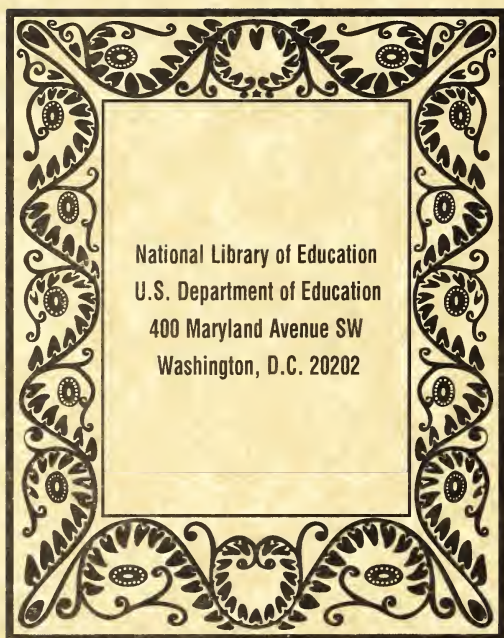


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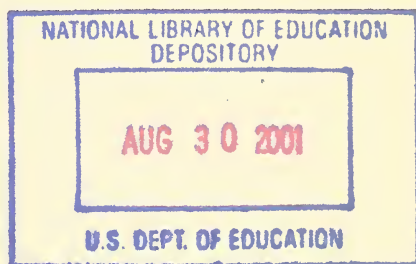


REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR



THE YEAR 1883-'84.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.
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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., June 30, 1884.

SIR: I have the honor to present my fourteenth annual report.

It is impossible to review the experience of the last fourteen years without being impressed with the increase in the amount of information collected by the Office, in the sources of information that have been brought under contribution, and the improved character of the information supplied. This improvement is noticeable in respect to accuracy, completeness, and arrangement, and it is a legitimate question how far it is attributable to the scheme adopted by me, with the coöperation of educators, for collecting, classifying, sifting, and reproducing in systematic order the information sought. The form is indeed not perfect, and there has been hope of revising it, but the time and opportunity for the labor which this would require have not yet come.

The past year has furnished abundant evidence of the gratifying growth of the Office in efficiency and usefulness in spite of the fact of its inadequate appropriations. Much additional labor has arisen from the increased number of school officers and teachers visiting here to consult the pedagogical library and museum. The number of volumes in the library has increased to 16,500 and the number of pamphlets to 42,100. The library meets a want universally acknowledged among intelligent educators, containing as it does sources of information nowhere else accessible in the United States. It has been a cause of personal gratification that I have been able to build up this library, so unique and valuable and so necessary to the progress of education, with the appropriation of only \$1,000 a year for books; but at this point in this faithful economic service in behalf of the intelligence and virtue of the country, upon which it is claimed by all statesmen that our institutions rest for their perpetuity, I am met by the remarkable fact that \$500 of this sum are cut off in the appropriations of Congress for the ensuing year.

It should be observed, moreover, that no specific provision has ever been made by Congress for a librarian for this valuable collection. It has been necessary, therefore, to draw upon the clerical force of the Office for the cataloguing and caring for the books. The card catalogue, so necessary in the work of answering inquiries for information, has been delayed by the necessity of employing the assistants in other departments of office labor. I regret that it has been impossible to answer the many demands for the printing of this catalogue.

Considerable additions have been made to the pedagogical museum, although only the small sum of \$2,000 is appropriated for this purpose. The resources of the museum are entirely unequal to the demands made upon it. It is already clear that a carefully devised system of loans should be instituted. In answer to urgent requests a small exhibit of educational appliances and conditions was furnished gratis to the Louisville Exposition. Most emphatic evidence has been afforded that many school officers and teachers gained from this exhibit valuable ideas of improved methods of instruction. In all countries where education is progressive the exhibition of appliances has been found a most effective means of promoting their adoption and improvement. Our schools generally suffer from the lack of these material aids, and it is important that this Office should be supported in the endeavor to create

among school authorities an intelligent appreciation of their use and value. The clerical force of the Office has been inadequate to the cataloguing of this collection.

The work on the report of 1881 was completed during the first part of the fiscal year of 1883, and by a most strenuous effort the report of 1882-'83 was substantially finished before the close of the same year. This concentration of the force of the Office upon the preparation of the report curtailed the efforts of the Office in other directions so much that the communications sent out show a falling off of nearly 9,000. In this and many other ways it is made most clear that it is utterly impossible to do the work required by law without an increase in the clerical force. The documents sent out numbered 258,340. These covered a variety of important topics and to a considerable extent were placed in the hands of teachers and attendants upon normal institutes.

Communications addressed to the Office, personal visits of teachers and school officers, the Commissioner's travels, and the requests for criticism and suggestion sent to every one receiving documents have promoted the closest sympathy between the Office and those actively engaged in advancing the intelligence of the people and dealing with questions of instruction, whether public or private. It is a fact worthy of note that there has been no considerable improvement in methods or progress of education in any quarter of the country during the year with respect to which the aid of the Office has not been invoked.

The efforts of the Office to collect all available data bearing upon education, in which the teachers and school officers of the country have so widely coöperated, are manifestly beginning to result in safer generalizations touching the various phases of instruction. Clearer views and more intelligent counsels are observable with respect to the most critical problems that have been under consideration. The forces that control education are better organized than formerly, the discussions in the meetings of teachers are characterized by greater breadth, the teachers in different parts of the country are brought into closer sympathy, and greater demonstrations of educational forces are rendered possible.

The following publications have been issued since those named in the last report:

Circulars :

Circular No. 4, 1883. Recent school law decisions.

Circular No. 1, 1884. Meeting of the International Prison Congress at Rome.

Circular No. 2, 1884. The teaching, practice, and literature of shorthand.

Circular No. 3, 1884. Illiteracy in the United States in 1870 and 1880, with an appendix on national aid to education.

Circular No. 4, 1884. Proceedings of the Department of Superintendence of the National Educational Association at its meeting February 12-14, 1884.

Bulletins :

Planting trees in school grounds.

The Bufalini prize.

Education in Italy and Greece.

Report of the director of the American School for Classical Studies at Athens.

Miscellaneous :

Answers to inquiries about the United States Bureau of Education.

Preliminary circular respecting the exhibition of education at the World's Industrial and Cotton Centennial Exposition.

Description of articles sent to Southern Exposition at Louisville, Ky.

The following, previously published, have been reissued :

Circular No. 3, 1879. Value of common school education to common labor.

Circular No. 2, 1882. Proceedings of the Department of Superintendence. (Twice.)

Circular No. 4, 1882. Industrial art in schools.

Circular No. 4, 1883. Recent school law decisions.

School discipline.

Answers to inquiries about the United States Bureau of Education. (Twice.)

Organization and management of public libraries.

Instruction in morals and civil government.

Natural science in secondary schools.

These circulars of information are intended always for some particular class of workers in the field of education, the last persons in the world to be affected by abstract theories of their vocation or directions that have not stood the test of practice. On the other hand, these persons are desirous of knowing what is done in

other schools similar to their own and by teachers and officers who have the best opportunities for development. Their desire is met by circulars which bring together in convenient form and classified order the best thought and the best practices that have been developed in the particular branch of the service considered. The correspondence of the Office abundantly proves that these publications have helped greatly to raise the standard of education throughout the country.

AMERICAN OFFICIAL CORRESPONDENTS OF THE OFFICE WHO FURNISH STATISTICS.

The following summary gives the number of correspondents of the Office at the head of systems and institutions of education in our country who furnish the official information contained in these reports:

Statement of educational systems and institutions in correspondence with the Bureau of Education in the years named.

	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.
States and Territories	48	48	48	48	48	48	48	48	48	48
Cities	241	239	241	258	333	351	351	312	306	306
Normal schools	140	152	166	179	242	252	273	278	278	304
Business colleges	144	150	157	163	191	197	280	305	279	293
Kindergärten	95	149	177	217	322	385	456	535	539	563
Academies	1,467	1,550	1,650	1,665	1,848	1,869	2,113	2,363	2,314	2,446
Preparatory schools	105	114	123	125	138	146	158	178	174	190
Colleges for women	249	252	264	277	294	297	290	290	278	284
Colleges and universities	385	381	385	389	402	402	396	394	376	387
Schools of science	76	76	77	80	86	88	91	91	88	94
Schools of theology	123	125	127	129	146	156	158	166	162	166
Schools of law	42	42	45	50	53	53	51	53	49	54
Schools of medicine	104	102	106	112	125	126	137	143	137	156
Public libraries	2,200	2,275	2,440	2,578	2,678	2,874	3,031	4,067	4,936	5,384
Museums of natural history	53	54	55	55	57	57	57	.....	.....	.....
Museums of art	27	31	.....	.....	37	37	37	37	37	37
Art schools	29	30	.....	.....	37	38	38	38	37	37
Training schools for nurses .....	.....	.....	.....	.....	11	15	17	28	24	36
Institutions for the deaf and dumb ..	42	43	45	52	57	62	63	63	59	67
Institutions for the blind	29	29	30	31	31	31	31	31	31	32
Schools for the feeble-minded	9	11	11	11	13	13	15	15	14	17
Orphan asylums, &c	408	533	540	638	641	651	604	616	621	685
Reform schools	67	63	63	78	79	83	79	77	76	77
Total	6,085	6,449	6,750	7,135	7,869	8,281	8,774	10,128	10,863	11,663

The only direct return made by the Office to this very large number of voluntary contributors to its statistical information is the annual report and other publications of the Office. It is impossible to estimate the amount of gratuitous labor bestowed in aid of the office work; for not only are the reports and statements from which this annual report is prepared made in the main without compensation, but there are constantly going out from the Office to the same contributors here and there over the country a large number of special inquiries. This free and full communication of information is a constant stimulus to good effort in the Office.

The endeavor to close the last report with the fiscal year was so heartily seconded by so many officers of education that I was encouraged to undertake to bring this report up to the end of the fiscal year also, that is, to June 30, 1884, and I hope for the future that it may be possible to end these reports with the fiscal instead of the calendar year. In certain particulars in which the last report could not be brought up to June 30, 1883, but ended with June, 1882, the figures for 1883 are inserted in this report with those for 1884, great care being taken to make clear in each case just what dates are intended.

VIII REPORT OF THE COMMISSIONER OF EDUCATION.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, from 1874 to 1884 (1883 omitted).

	1874.			1875.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(a)	16,488	976,837	(b)	22,152	1,180,880
Normal schools	124	966	24,405	137	1,031	29,105
Commercial and business colleges	126	577	25,892	131	594	26,109
Kindergärten	55	125	1,636	95	216	2,809
Institutions for secondary instruction	1,031	5,466	98,179	1,143	6,081	108,235
Preparatory schools	91	697	11,414	102	746	12,954
Institutions for the superior instruction of women.	209	2,285	23,445	222	2,405	23,795
Universities and colleges	343	3,783	56,692	355	3,999	58,894
Schools of science.....	72	609	7,244	74	758	7,157
Schools of theology	113	597	4,356	123	615	5,234
Schools of law	38	181	2,585	43	224	2,677
Schools of medicine, of dentistry, and of pharmacy.	99	1,121	9,095	106	1,172	9,971
Training schools for nurses						
Institutions for the deaf and dumb	40	275	4,900	41	293	5,087
Institutions for the blind	29	525	1,942	29	498	2,054
Schools for feeble-minded children.....	9	312	1,265	9	317	1,372
Orphan asylums, industrial schools, and miscellaneous charities.	269	1,678	26,360	278	1,789	54,204
Reform schools	56	693	10,848	47	678	10,670

	1876.			1877.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(c)	23,504	1,343,487	(d)	23,830	1,249,271
Normal schools	151	1,065	33,921	152	1,189	37,082
Commercial and business colleges	137	599	25,234	134	568	23,496
Kindergärten	130	364	4,090	129	336	3,931
Institutions for secondary instruction	1,229	5,999	106,647	1,226	5,963	98,371
Preparatory schools	105	736	12,369	114	796	12,510
Institutions for the superior instruction of women.	225	2,404	23,856	220	2,305	23,022
Universities and colleges	356	3,920	56,481	351	3,908	57,334
Schools of science.....	75	793	7,614	74	781	8,559
Schools of theology	124	580	4,268	124	564	3,965
Schools of law	42	218	2,664	43	175	2,811
Schools of medicine, of dentistry, and of pharmacy.	102	1,201	10,143	106	1,278	11,225
Training schools for nurses						
Institutions for the deaf and dumb.....	42	312	5,209	43	346	5,743
Institutions for the blind	29	580	2,083	30	566	2,179
Schools for feeble-minded children.....	11	318	1,560	11	355	1,781
Orphan asylums, industrial schools, and miscellaneous charities.	385	3,197	47,439			
Reform schools	51	800	12,087			

a 127 cities, each containing 10,000 inhabitants or more, were included in 1874; their aggregate population was 6,037,905.

b 177 cities, each containing 7,500 inhabitants or more, reported in 1875; their aggregate population was 8,804,654.

c 192 cities, of 7,500 inhabitants or more, reported in 1876; their aggregate population was 9,128,955.

d 195 cities, of 7,500 inhabitants or more, reported in 1877; their aggregate population was 9,099,025.

Statistical summary of institutions, instructors, and students, &c.—Continued.

	1878.			1879.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	(a) 156	27,944	1,556,974	(b) 207	28,903	1,669,899
Normal schools	129	1,227	30,669	144	1,422	40,029
Commercial and business colleges	159	527	21,048	195	535	22,021
Kindergärten	1,227	376	4,797	1,236	452	7,554
Institutions for secondary instruction	114	5,747	100,374	123	5,961	108,734
Preparatory schools	225	818	12,538	227	818	13,561
Institutions for the superior instruction of women.	358	2,478	23,630	364	2,323	24,605
Universities and colleges	76	3,885	57,987	81	4,241	60,011
Schools of science	125	809	13,153	133	884	10,919
Schools of theology	50	577	4,320	40	600	4,738
Schools of law	106	196	3,012	114	224	3,019
Schools of medicine, of dentistry, and of pharmacy.	52	1,337	11,830	51	1,495	13,321
Training schools for nurses	30	11	51	30	298	6,391
Institutions for the deaf and dumb	30	372	6,036	30	379	2,213
Institutions for the blind	11	547	2,214	13	599	2,234
Schools for feeble-minded children	389	422	1,981	411	401	75,020
Orphan asylums, industrial schools, and miscellaneous charities.	68	3,688	67,082	67	4,004	14,216
Reform schools	68	996	13,966	67	1,066	

	1880.			1881.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	(c) 220	29,264	1,710,461	(d) 225	30,155	1,738,108
Normal schools	162	1,466	43,077	202	1,573	48,705
Commercial and business colleges	232	619	27,146	273	794	34,414
Kindergärten	1,264	524	8,871	1,336	676	14,107
Institutions for secondary instruction	125	6,009	110,277	130	6,489	122,617
Preparatory schools	227	860	13,239	226	871	13,275
Institutions for the superior instruction of women.	364	2,340	25,780	362	2,211	26,041
Universities and colleges	83	4,160	59,594	85	4,361	62,435
Schools of science	142	953	11,584	144	1,019	12,709
Schools of theology	48	633	5,242	47	624	4,793
Schools of law	120	229	3,134	126	229	3,227
Schools of medicine, of dentistry, and of pharmacy.	15	1,060	14,006	17	1,746	14,536
Training schools for nurses	56	15	323	57	84	414
Institutions for the deaf and dumb	30	418	6,657	30	431	6,740
Institutions for the blind	13	532	2,032	14	593	2,148
Schools for feeble-minded children	430	486	2,472	439	490	2,490
Orphan asylums, industrial schools, and miscellaneous charities.	68	4,217	59,161	71	4,211	62,317
Reform schools	68	1,054	11,921	71	1,164	15,626

a 218 cities, of 7,500 inhabitants or more, reported in 1878; their aggregate population was 10,224,270.

b 240 cities, of 7,500 inhabitants or more, reported in 1879; their aggregate population was 10,801,814.

c 244 cities, of 7,500 inhabitants or more, reported in 1880; their aggregate population was 10,700,800.

d 251 cities, of 7,500 inhabitants or more, reported in 1881; their aggregate population was 10,757,645.

Statistical summary of institutions, instructors, and students, &c.—Continued.

	1882.			1884.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	(a)	31,690	1,821,773	(b)	33,037	1,857,435
Normal schools	233	1,700	51,132	255	1,937	60,063
Commercial and business colleges	217	955	44,834	221	1,015	44,047
Kindergärten	348	814	16,916	354	831	17,002
Institutions for secondary instruction	1,482	7,449	138,384	1,588	7,923	152,354
Preparatory schools	157	1,041	15,681	169	1,183	18,319
Institutions for the superior instruction of women.	227	2,721	28,726	236	2,989	30,587
Universities and colleges	365	4,413	64,096	370	4,644	65,522
Schools of science	86	1,082	15,957	92	1,178	14,769
Schools of theology	145	712	4,921	146	750	5,290
Schools of law	48	249	3,079	47	269	2,686
Schools of medicine, of dentistry, and of pharmacy.	134	1,946	15,151	145	2,235	15,300
Training schools for nurses	23	97	475	31	156	579
Institutions for the deaf and dumb	57	455	6,944	59	495	7,022
Institutions for the blind	30	599	2,254	31	615	2,319
Schools for feeble-minded children	14	497	2,434	16	372	2,505
Orphan asylums, industrial schools, and miscellaneous charities.	472	4,450	68,559	505	4,269	65,311
Reform schools	67	1,224	14,940	62	1,075	14,456

a 263 cities, of 7,500 inhabitants or more, reported in 1882; their aggregate population was 10,918,638.

b 266 cities, of 7,500 inhabitants or more, reported in 1884; their aggregate population was 10,790,034.

TABLE I.—PART 1.—Summary (A) of school age, population, enrolment, attendance, &c., for 1882-'83.

States.	School age.	School population.	Number between 6 and 10 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of schools, in days.
Alabama	7-21	403,901	.....	200,513	127,016	80
Arkansas	6-21	303,962	.....	112,233	a56,291	.....
California	5-17	222,846	.....	174,611	112,594	151
Colorado	6-21	53,426	41,770	36,444	23,008	120
Connecticut	4-16	149,466	.....	120,437	b78,423	178.77
Delaware	a6-21	ae38,433	.....	a26,909	a17,838	ad156
Florida	6-21	e97,224	.....	a51,945	a24,923	.....
Georgia	6-13	a508,187	.....	287,411	188,371	{ f65 g198
Illinois	6-21	1,046,937	.....	716,935	459,156	151
Indiana	6-21	719,035	.....	500,669	315,974	130
Iowa	a5-21	a604,739	.....	a406,947	a253,688	a142
Kansas	5-21	382,269	.....	286,168	168,117	a114
Kentucky	6-20	e571,793	.....	dh238,440	dh149,226	.....
Louisiana	i6-18	e291,049	.....	j59,491	j40,828	j91.74
Maine	4-21	213,877	.....	146,916	b99,561	116

a In 1882.

b For the winter term.

c Not including colored children in Wilmington.

d For white schools only.

e United States Census of 1880.

f In the counties.

g In the cities.

h In 1881.

i Inclusive.

j Exclusive of the city of New Orleans and of several parishes.

TABLE I.—PART 1.—*Summary (A) of school age, population, &c.—Continued.*

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of schools, in days.
Maryland.....	5-20	a319,201	.....	161,759	85,320	182
Massachusetts.....	5-15	329,459	.....	335,872	242,043	179
Michigan.....	5-20	560,730	.....	391,610	a263,775	148
Minnesota.....	5-21	337,254	.....	209,475	92,048	100
Mississippi.....	5-21	447,571	.....	266,996	154,463	b77½ c154
Missouri.....	6-20	771,224	.....	511,329	330,411	116
Nebraska.....	5-21	185,037	.....	126,129	d71,192	119
Nevada.....	6-18	9,900	.....	7,013	4,956	132
New Hampshire.....	5-15	a60,999	.....	64,854	46,071	98.15
New Jersey.....	5-18	349,242	.....	211,905	119,513	192
New York.....	5-21	1,685,100	.....	1,041,089	583,142	177
North Carolina.....	6-21	468,558	.....	240,744	152,651	81
Ohio.....	6-21	1,068,200	800,266	755,491	488,956	180
Oregon.....	4-20	69,076	.....	37,184	26,597	86
Pennsylvania.....	6-21	a1,422,377	.....	957,680	626,268	154
Rhode Island.....	e5-15	58,399	.....	f46,028	f30,088	184
South Carolina.....	6-16	a262,279	a262,279	173,095	110,996	80
Tennessee.....	6-21	561,496	.....	327,231	175,804	78
Texas.....	8-14	295,457	.....	183,849	g60,259	b80 c179
Vermont.....	5-20	a89,463	.....	72,842	46,112	131
Virginia.....	5-21	h555,807	h383,979	268,360	151,005	126.66
West Virginia.....	6-21	221,517	170,879	160,904	98,190	98.5
Wisconsin.....	4-20	510,125	.....	309,680	a185,276	b168 c192
Total for States.....	.....	16,255,535	.....	10,228,088	6,260,150	.....
Arizona.....	6-21	9,376	.....	3,751	2,554	150
Dakota.....	5-21	56,476	.....	33,988	20,560	93
District of Columbia.....	e6-17	a43,537	a37,511	i27,299	i20,730	i190
Idaho.....	5-21	10,936	.....	6,424	i4,127	.....
Montana.....	4-21	14,208	.....	7,033	5,117	100
New Mexico.....	7-18	a29,255	.....	44,755	a3,150	.....
Utah.....	6-18	45,908	.....	28,687	17,787	130
Washington.....	4-21	i23,899	.....	16,698	7,968	.....
Wyoming.....	7-21	a4,112	.....	a2,907	a1,920	.....
Indian:						
Cherokees.....	.....	5,000	.....	2,305	.....	180
Chickasaws.....	.....	1,000	.....	682	.....	160
Choctaws.....	.....	3,000	.....	1,283	.....	.....
Creeks.....	.....	2,000	.....	j322	.....	.....
Seminoles.....	.....	450	.....	251	.....	.....
Total for Territories.....	.....	249,157	.....	136,385	83,913	.....
Grand total.....	.....	16,504,692	.....	10,364,473	6,344,063	.....

a United States Census of 1880.

b In the counties.

c In the cities.

d Estimated.

e Inclusive.

f Includes evening school reports.

g In 1882.

h State census of 1880.

i In 1881.

j In boarding schools only.

TABLE I.—PART 1.—Summary (A) of school age, population, enrolment, attendance, &c., for 1883-'84.

States.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of schools, in days.
Alabama.....	7-21	419, 764	.....	215, 578	134, 410	83
Arkansas.....	6-21	316, 356	.....	153, 216	a56, 291	.....
California.....	5-17	235, 672	.....	179, 801	124, 714	152
Colorado.....	6-21	56, 242	43, 131	37, 872	23, 307	{ b174 c100
Connecticut.....	4-16	150, 601	.....	123, 280	d80, 075	179. 55
Delaware.....	6-21	ef40, 569	.....	31, 263	21, 447	g157. 4
Florida.....	6-21	h66, 798	.....	h58, 311	h35, 581	.....
Georgia.....	6-18	i508, 187	.....	287, 411	188, 371	{ j65 k198
Illinois.....	6-21	1, 069, 274	.....	728, 681	485, 625	151
Indiana.....	6-21	722, 851	.....	501, 142	325, 499	126
Iowa.....	a5-21	a604, 739	.....	a406, 947	a253, 688	a142
Kansas.....	5-21	411, 250	.....	303, 601	207, 339	.....
Kentucky.....	6-20	i571, 793	.....	gm238, 440	gm149, 226	.....
Louisiana.....	n6-18	i291, 049	.....	79, 018	51, 853	o101. 70
Maine.....	4-21	213, 524	.....	146, 345	d100, 630	114
Maryland.....	5-20	295, 215	.....	170, 393	86, 486	182
Massachusetts.....	5-15	336, 195	.....	342, 012	248, 168	180
Michigan.....	5-20	577, 063	.....	404, 966	i263, 775	152
Minnesota.....	5-21	359, 366	.....	223, 209	100, 637	112
Mississippi.....	5-21	447, 571	.....	266, 996	154, 463	{ j77½ k154
Missouri.....	6-20	785, 122	.....	527, 452	398, 031	112. 6
Nebraska.....	5-21	209, 436	.....	137, 618	e81, 430	120
Nevada.....	6-18	9, 593	.....	7, 868	5, 227	148. 6
New Hampshire.....	5-15	i60, 899	.....	64, 654	43, 723	99. 55
New Jersey.....	p5-18	p349, 242	.....	p211, 905	p119, 513	p192
New York.....	5-21	1, 702, 967	.....	1, 000, 057	596, 160	168. 5
North Carolina.....	6-21	504, 281	.....	278, 298	169, 694	{ q80½ r82½
Ohio.....	6-21	1, 082, 295	808, 275	762, 755	499, 217	184
Oregon.....	4-20	73, 867	.....	43, 157	39, 512	90
Pennsylvania.....	6-21	i1, 422, 377	.....	966, 039	635, 678	148. 25
Rhode Island.....	n5-15	58, 858	.....	s49, 255	s32, 366	184
South Carolina.....	6-16	i262, 279	i262, 279	185, 619	114, 144	80
Tennessee.....	6-21	h571, 829	.....	350, 143	205, 479	78
Texas.....	8-16	311, 134	.....	244, 895	a60, 259	{ j100 k164. 6

a In 1882.

b In graded schools.

c In ungraded schools.

d For the winter term.

e Estimated.

f Not including colored children in Wilmington.

g For white schools only.

h No report from three counties.

i State census of 1882.

j In the counties.

k In the cities.

l United States Census of 1880.

m In 1881.

n Inclusive.

o Outside of New Orleans.

p In 1882-'83.

q For white schools.

r For colored schools.

s Includes evening school reports.

TABLE I.—PART 1.—Summary (A) of school age, population, &c.—Continued.

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of schools, in days.
Vermont	5-20	a99,463	.....	73,283	47,607	127
Virginia	5-21	555,807	383,979	288,030	163,369	120
West Virginia	6-21	228,185	174,218	166,272	102,012	100
Wisconsin	4-20	528,750	.....	316,969	a185,276	<i>bc</i> 168 <i>cd</i> 92
Total for States .....	.....	16,510,463	.....	10,572,751	6,590,582	.....
Arizona	6-21	9,376	.....	4,516	3,287	210
Dakota	7-20	77,499	.....	50,031	32,520	101
District of Columbia	e6-17	a43,537	a37,511	f27,299	f20,730	f190
Idaho	5-21	13,140	.....	8,287	.....	.....
Montana	4-21	15,082	.....	8,118	4,465	103
New Mexico	7-18	a29,255	.....	a4,755	a3,150	.....
Utah	6-18	48,889	.....	29,325	19,073	135
Washington	6-21	31,599	.....	22,341	14,223	92
Wyoming	7-21	a4,112	.....	a2,907	a1,920	.....
Indian:						
Cherokees .....	.....	c5,000	.....	4,798	2,925	.....
Chickasaws .....	.....	c1,000	.....	449	t183	.....
Choctaws .....	.....	c3,000	.....	1,163	.....	.....
Creeks .....	.....	c2,000	.....	1,200	771	.....
Seminoles .....	.....	c450	.....	252	g99	.....
Total for Territories .....	.....	283,939	.....	165,441	103,346	.....
Grand total .....	.....	16,794,402	.....	10,738,192	6,693,928	.....

a United States Census of 1880.*b* In the counties.*c* In 1882-'83.*d* In the cities.*e* Inclusive.*f* In 1881.*g* In boarding schools only.

Legal school ages in the several States and Territories in 1882-'83, with diagram.

States and Territories.	School age.	States and Territories.	School age.
Connecticut	4-16	District of Columbia	a6-17
Oregon	4-20	Georgia	6-18
Wisconsin	4-20	Nevada	6-18
Maine	4-21	Utah	6-18
Montana	4-21	Louisiana	a6-18
Washington	4-21	Kentucky	6-20
Massachusetts	5-15	Missouri	6-20
New Hampshire	5-15	Arkansas	6-21
Rhode Island	a5-15	Colorado	6-21
California	5-17	Delaware	6-21
New Jersey	5-18	Florida	6-21
Maryland	5-20	Illinois	6-21
Michigan	5-20	Indiana	6-21
Vermont	5-20	North Carolina	6-21
Dakota	5-21	Ohio	6-21
Idaho	5-21	Pennsylvania	6-21
Iowa	5-21	Tennessee	6-21
Kansas	5-21	West Virginia	6-21
Minnesota	5-21	Arizona	6-21
Mississippi	5-21	New Mexico	7-18
Nebraska	5-21	Alabama	7-21
New York	5-21	Wyoming	7-21
Virginia	5-21	Texas	8-14
South Carolina	6-16		

a Inclusive.

The following diagram shows that there were seventeen different school ages in the States and Territories; the longest, extending from four years of age to twenty-one, covers a period of seventeen years, and the shortest, from eight years of age to fourteen, a period of six years only.

Diagram showing the different school ages in the States and Territories during 1882-'83.

School years.	Number of years in each school age.																	School years.
	17.	16.	16.	15.	15.	14.	14.	13.	13.	12.	12.	12.	11.	11.	10.	10.	6.	
4.....																		4
5.....																		5
6.....																		6
7.....																		7
8.....																		8
9.....																		9
10.....																		10
11.....																		11
12.....																		12
13.....																		13
14.....																		14
15.....																		15
16.....																		16
17.....																		17
18.....																		18
19.....																		19
20.....																		20
21.....																		21

In all studies of the school statistics of the United States this diversity of ages should be kept in mind.

Legal school ages in the several States and Territories in 1883-'84, with diagram.

States and Territories.	School age.	States and Territories.	School age.
Connecticut	4-16	Nevada.....	6-18
Oregon.....	4-20	Utah.....	6-18
Wisconsin	4-20	Louisiana.....	6-18
Maine.....	4-21	Kentucky.....	6-20
Montana.....	4-21	Missouri.....	6-20
Massachusetts.....	5-15	Arizona	6-21
New Hampshire.....	5-15	Arkansas.....	6-21
Rhode Island	6-15	Colorado.....	6-21
California.....	5-17	Delaware.....	6-21
New Jersey.....	5-18	Florida	6-21
Maryland.....	5-20	Illinois.....	6-21
Michigan	5-20	Indiana.....	6-21
Vermont.....	5-20	North Carolina	6-21
Idaho.....	5-21	Ohio	6-21
Iowa.....	5-21	Pennsylvania.....	6-21
Kansas	5-21	Tennessee	6-21
Minnesota.....	5-21	Washington	6-21
Mississippi.....	5-21	West Virginia.....	6-21
Nebraska.....	5-21	New Mexico	7-18
New York.....	5-21	Dakota.....	7-20
Virginia.....	5-21	Alabama.....	7-21
South Carolina.....	6-16	Wyoming.....	7-21
District of Columbia.....	6-17	Texas.....	8-16
Georgia.....	6-18		

a Inclusive.

The following diagram shows that there are eighteen different school ages in the States and Territories; the longest, extending from four years of age to twenty-one, covers a period of seventeen years, and the shortest, from eight years of age to sixteen, a period of eight years.

Diagram showing the different school ages in the States and Territories during 1883-'84.

[illegible]

TABLE I.—PART I.—Summary (B) of the number of teachers employed in the public schools and the average monthly salary of teachers in the respective States and Territories for 1882-'83.

States.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Alabama	3,061	1,656	(a\$22 70)	
Arkansas	1,948	514	.....	.....
California	1,114	2,816	\$79 30	\$64 95
Colorado	284	749	61 76	57 82
Connecticut	b566	c2,532	67 36	56 52
Delaware	(d622)		(e30 95)	
Florida	f678	f448	.....	.....
Georgia	(6,970)		.....	.....
Illinois	6,885	12,896	49 00	38 99
Indiana	7,095	6,465	57 40	35 80
Iowa	f6,044	f16,037	f35 20	f27 46
Kansas	3,138	5,145	39 19	32 53
Kentucky	g4,195	g2,715	(h23 87)	
Louisiana	i661	i618	(i31 35)	
Maine	(7,599)		j31 88	j15 26
Maryland	1,218	2,071	(40 00)	
Massachusetts	1,038	8,197	103 33	41 90
Michigan	3,726	11,111	44 99	29 58
Minnesota	1,535	3,867	39 00	29 00
Mississippi	{ (58) }		{ (31 20) }	
Missouri	3,645	2,698	{ (46 61) }	
Nebraska	7,126	4,951	38 23	30 31
Nevada	1,788	3,805	109 00	71 00
New Hampshire	50	170	38 27	22 67
New Jersey	460	3,090	61 12	34 79
New York	887	2,719	(44 00)	
North Carolina	6,723	24,847	(24 80)	
Ohio	3,554	1,709	52 00	39 00
Oregon	10,805	13,454	{ (334) }	
Pennsylvania	577	586	45 15	33 47
Rhode Island	8,600	13,414	37 03	30 05
South Carolina	k250	k1,053	77 93	43 30
Tennessee	2,000	1,494	26 73	25 04
Texas	4,793	1,940	(27 79)	
Vermont	f3,767	f1,270	.....	.....
Virginia	550	3,745	32 48	19 32
West Virginia	3,122	2,875	29 62	25 84
Wisconsin	2,961	1,494	29 72	31 08
Wisconsin	2,457	8,478	40 89	42 27
Total for States	(294,513)		.....	.....

a For white teachers; for colored teachers the average monthly salary is \$22.10.

b Number employed in winter.

c Number employed in summer.

d This total is made up of the number of white teachers employed in 1882 and the number of colored teachers for 1882-'83.

e For teachers in white schools only.

f In 1882.

g In 1881.

h For white schools in the counties in 1881; for the same year the average monthly salary for teachers in graded schools for whites in the cities was \$71.25; in public high schools, \$88.97.

i Exclusive of the city of New Orleans and of several parishes.

j Excluding board, which costs the districts an average of \$3.12 a month for each teacher.

k Includes evening school reports.

l In the counties; in cities, for males, \$156.30; for females, \$37.50.

TABLE I.—PART I.—*Summary (B) of the number of teachers employed, &c.—Continued.*

Territories.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Arizona.....	42	56	(\$75 00)	
Dakota.....	461	1, 056	\$39 70	\$30 70
District of Columbia.....	a35	a425	a91 13	a61 27
Idaho.....	(b260)		b60 00	b50 00
Montana.....	75	151	71 40	54 50
New Mexico.....	c128	c36	(c30 67)	
Utah.....	252	312	46 80	28 31
Washington.....	(490)			
Wyoming.....	c31	c39	(c60 23)	
Indian:				
Cherokees.....	(113)			
Chickasaws.....	(30)			
Choctaws.....	(72)			
Creeks.....	(d20)			
Seminoles.....	(15)			
Total for Territories.....	(4, 039)			
Grand total.....	(298, 552)			
a In 1881.	c United States Census of 1880.			
b In 1882.	d In boarding schools only.			

TABLE I.—PART I.—*Summary (B) of the number of teachers employed in the public schools and the average monthly salary of teachers in the respective States and Territories for 1883-'84.*

States.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Alabama	3, 393	1, 789	(\$24 76)	
Arkansas	2, 236	663		
California	1, 108	2, 964	\$81 38	\$65 37
Colorado	328	795	63 15	52 29
Connecticut	a562	b2, 596	69 17	37 21
Delaware	(624)		(c32 31)	
Florida	809	627		
Georgia	(6, 970)			
Illinois	6, 714	13, 183	54 31	40 44
Indiana	6, 821	6, 491	(39 66)	
Iowa	d6, 044	d16, 037	d35 20	d27 46
Kansas	{ (370)		40 70	32 85
	2, 936	4, 915		
Kentucky	e4, 195	e2, 715	(f23 87)	
Louisiana	858	976	(gh31 35)	

a Number employed in winter.

b Number employed in summer.

c For white teachers; for colored teachers the average salary is \$24.

d In 1882.

e In 1881.

f For white schools in the counties in 1881; the average for teachers in graded schools for whites in the cities was \$71.25; in public high schools, \$83.97.

g In 1882-'83.

h Excluding the city of New Orleans.

XVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE I.—PART 1.—Summary (B) of the number of teachers, &c.—Continued.

States and Territories.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Maine	(7, 448)		<i>a</i> \$32 59	<i>a</i> \$16 28
Maryland.....	{ (893)		{ (b40 00)	
Massachusetts.....	1, 105	1, 355		
Michigan.....	1, 058	8, 340	108 02	44 18
Minnesota.....	3, 757	11, 503	46 92	30 68
Mississippi.....	1, 715	4, 371	40 00	30 00
Missouri.....	{ (58)		{ (31 20)	
Nebraska.....	3, 645	2, 608		
Nevada.....	(13, 296)		(47 75)	
New Hampshire.....	1, 906	4, 144	40 81	34 32
New Jersey.....	60	170	140 50	96 01
New York.....	443	3, 077	38 41	23 14
North Carolina.....	b887	b2, 719	b61 12	b34 79
Ohio.....	6, 424	24, 513	(44 24)	
Oregon.....	3, 706	1, 905	(c24 16)	
Pennsylvania.....	10, 699	13, 766	55 00	38 00
Rhode Island.....	{ (176)		{ 46 75	
South Carolina.....	623	913	35 45	
Tennessee.....	8, 559	13, 905	38 47	29 39
Texas.....	d261	d1, 144	79 95	43 31
Vermont.....	2, 115	1, 569	26 92	24 73
Virginia.....	4, 813	2, 115	(28 41)	
West Virginia.....	{ (86)		{	
Wisconsin.....	4, 326	1, 957		
Total for States.....	540	3, 723	34 32	20 04
Arizona.....	8, 247	3, 124	30 32	26 39
Dakota.....	3, 038	1, 607	30 31	30 52
District of Columbia.....	2, 378	8, 251	b40 89	b27 27
Idaho.....	(301, 848)		.....
Montana.....	61	82	(85 00)	
New Mexico.....	863	2, 048	38 43	31 72
Utah.....	<i>f</i> 35	<i>f</i> 425	<i>f</i> 91 13	<i>f</i> 61 27
Washington.....	(g200)		g60 00 g50 00	
Wyoming.....	97	195	(66 70)	
Indian:	h128	h36	(h30 67)	
Cherokees.....	261	331	49 80	28 80
Chickasaws.....	(831)		48 00 39 00	
Choctaws.....	h31	h39	(h60 23)	
Creeks.....	(132)		.....
Seminoles.....	(16)		.....
Total for Territories.....	(5, 956)		.....
Grand total.....	(307, 804)		.....

a Excluding board, which costs the districts an average of \$8.20 a month for each teacher. *e* In the counties; in the cities, for males, \$156.30; for females, \$37.50.

b In 1882-'83.

f In 1881.

c For white teachers; for colored teachers the average salary is \$22.06.

g In 1882.

h United States Census of 1880.

d Includes evening school reports.

SCHOOL INCOME AND EXPENDITURE IN UNITED STATES. XIX

TABLE I.—PART 2.—Summary (A) of annual income and expenditure, &c., for 1882-'83.

States.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Alabama	a\$418,006	.....	\$12,229	\$420,138	b\$16,131	\$448,498	c\$264,457
Arkansas	740,241	.....	.....	.....	.....	479,471	464,248
California	a3,847,658	\$381,376	.....	2,511,078	419,761	3,312,215	7,406,915
Colorado	863,880	267,611	.....	367,356	117,194	752,161	1,551,080
Connecticut	1,733,393	342,377	.....	1,094,580	376,529	1,813,486	4,284,401
Delaware	cd181,799	.....	.....	cd136,289	.....	ce141,618	cd453,274
Florida	c148,102	.....	.....	c104,240	.....	cf133,260	ce80,868
Georgia	613,647	.....	.....	.....	.....	613,647	.....
Illinois	8,884,370	1,275,241	g76,763	5,318,659	2,426,709	9,097,372	20,045,849
Indiana	4,307,020	h444,226	.....	i2,972,141	.....	j4,063,500	13,113,378
Iowa	c5,558,259	c653,913	c142,450	c3,075,870	cj1,643,216	c5,525,449	c9,977,142
Kansas	a2,970,041	540,261	.....	k1,516,956	522,026	2,579,243	5,344,006
Kentucky	li,194,258	.....	.....	.....	.....	li,248,524	li,395,752
Louisiana	m240,042	m2,452	m6,018	m148,599	m21,983	m179,052	.....
Maine	1,079,015	75,664	30,591	n1,001,470	.....	1,107,725	2,970,956
Maryland	1,577,819	123,687	42,898	1,195,984	240,642	1,603,211	c2,900,000
Massachusetts	o4,724,778	538,546	156,228	n4,339,378	565,566	f5,813,186	c22,062,235
Michigan	4,449,738	745,011	.....	k2,459,084	p1,055,778	4,259,873	10,435,860
Minnesota	1,918,089	667,931	50,000	1,070,637	p494,597	2,283,165	4,365,546
Mississippi	803,876	.....	17,000	714,306	72,570	803,876	.....
Missouri	3,588,774	807,333	.....	2,543,582	326,134	3,767,049	9,289,410
Nebraska	a1,753,819	329,834	.....	802,214	372,369	1,504,417	2,503,108
Nevada	164,290	q12,802	.....	133,883	12,462	159,147	229,228
New Hampshire	633,043	73,863	14,871	430,352	p86,801	605,887	2,393,577
New Jersey	2,315,603	358,511	38,943	1,435,826	363,277	2,196,557	6,515,620
New York	11,868,620	2,136,139	114,600	8,265,453	1,457,002	11,973,194	31,011,211
North Carolina	602,445	84,085	14,651	483,677	41,028	623,441	390,009
Ohio	9,558,354	1,416,340	158,467	5,603,504	p2,272,832	9,451,143	24,454,498
Oregon	498,255	q177,393	7,970	259,371	49,395	r493,483	823,410
Pennsylvania	9,365,217	1,858,139	82,417	5,193,691	2,154,505	f9,335,360	30,199,636
Rhode Island	s674,396	134,926	10,452	s342,807	s159,130	s647,315	1,949,503
South Carolina	c471,171	c14,647	c18,507	c341,176	c15,504	c389,834	474,022
Tennessee	945,515	65,215	17,422	795,484	40,742	918,863	1,120,550
Texas	1,150,332	.....	.....	.....	.....	1,150,332	.....
Vermont	548,610	65,786	.....	404,247	88,257	558,290	.....
Virginia	1,285,803	138,115	44,245	999,366	115,894	1,297,620	1,442,482
West Virginia	1,191,180	143,426	14,237	603,656	186,052	947,371	1,841,661
Wisconsin	2,837,079	454,165	63,752	1,187,150	1,187,810	2,892,877	5,930,790
Total for States	95,715,540	14,424,015	1,134,711	58,272,204	16,906,896	95,770,712	228,693,682

a Includes balance on hand from last school year.

b Includes \$15,500 spent for normal schools.

c In 1882.

d For white schools only.

e Includes total expenditure for colored schools

and amount paid for white teachers only.

f Items not fully reported.

g Salaries of county superintendents only.

h Amount invested in school-houses in the year.

i Total tuition revenue.

j Includes salaries of secretaries and treasurers, interest on bonds, &c.

k Includes salaries of superintendents.

l In 1881.

m Exclusive of expenditure in several parishes and in the city of New Orleans.

n Includes miscellaneous expenditure.

o Total of reported items.

p Includes amount paid for interest or to cancel debt.

q Includes expenditure for repairs.

r So reported, though the sum of the items given is \$494,129.

s Includes evening school reports.

TABLE I.—PART 2.—*Summary (A) of annual income and expenditure, &c.—Continued.*

Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Arizona.....	\$101,390					\$77,998	\$82,183
Dakota.....	652,886	\$274,744	a\$11,722	\$181,692	b\$75,889	532,325	937,764
Dist. of Columbia.	c579,312	c176,079	c7,380	c317,229	c78,624	c579,312	d1,326,888
Idaho.....	78,920	e5,887		52,710	8,251	66,848	f31,000
Montana.....	196,930	50,100	13,000	150,000	46,930	g259,930	225,000
New Mexico.....	f32,171			f28,002	f971	f28,973	f13,500
Utah.....	h215,692	34,716	500	120,290	26,908	182,414	408,729
Washington.....	186,057	52,133		77,616	10,473	i144,825	184,912
Wyoming.....	f36,161			f25,894	f2,610	f28,504	f40,500
Indian:							
Cherokees.....	86,000					86,000	
Chickasaws.....	37,500					37,500	
Choctaws.....	j17,540					j17,540	
Creeks.....	j21,680					j21,680	
Seminoles.....	9,960					9,960	
Total for Terr.	2,252,199	593,659	32,602	953,433	250,656	2,073,809	3,250,476
Grand total.	97,967,739	15,017,674	1,167,313	59,225,637	17,157,552	97,844,521	231,944,158

a Paid out of general county funds and not included in expenditure of school funds.

b Includes amount paid for interest or to cancel debt.

c In 1882.

d In 1881.

e Includes expenditure for repairs.

f United States Census of 1880.

g So reported, though the sum of the items given is \$260,030.

h Includes balance on hand from last school year.

i Items not fully reported.

j For boarding schools only.

SCHOOL INCOME AND EXPENDITURE IN UNITED STATES. XXI

TABLE I.—PART 2.—Summary (A) of annual income and expenditure, &c., for 1833-'84.

States.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, fixtures, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Alabama.....	a\$506, 499	-----	\$18, 687	\$486, 781	b\$22, 259	\$522, 727	c\$264, 457
Arkansas.....	931, 404	-----	-----	-----	-----	561, 745	921, 829
California.....	d3, 920, 228	\$375, 013	e52, 030	2, 573, 624	415, 587	3, 364, 224	7, 936, 620
Colorado.....	926, 625	237, 321	-----	f432, 255	140, 322	809, 898	1, 676, 130
Connecticut.....	1, 737, 923	252, 637	-----	1, 130, 863	393, 777	1, 777, 277	5, 257, 756
Delaware.....	g213, 104	-----	-----	152, 591	54, 327	215, 161	g608, 056
Florida.....	h187, 482	-----	7, 345	161, 076	3, 757	172, 178	210, 115
Georgia.....	613, 647	-----	-----	-----	-----	613, 647	-----
Illinois.....	9, 537, 969	1, 312, 627	i83, 653	5, 640, 474	2, 591, 432	9, 628, 186	21, 038, 489
Indiana.....	j3, 154, 083	-----	-----	j3, 154, 083	-----	4, 600, 000	13, 619, 561
Iowa.....	k5, 558, 259	658, 913	cl42, 450	c3, 075, 870	ek1, 648, 216	5, 325, 449	eo, 977, 142
Kansas.....	d3, 392, 050	622, 834	-----	f1, 682, 735	577, 395	2, 882, 964	5, 715, 582
Kentucky.....	l1, 194, 258	-----	-----	-----	-----	l1, 248, 524	l2, 395, 752
Louisiana.....	m249, 042	-----	-----	-----	-----	466, 930	n300, 000
Maine.....	o1, 091, 064	82, 873	31, 095	p1, 020, 082	-----	1, 134, 050	3, 045, 822
Maryland.....	q1, 669, 041	q138, 655	41, 359	1, 245, 684	r269, 942	1, 686, 600	e2, 900, 000
Massachusetts.....	s6, 703, 000	818, 319	184, 956	p4, 524, 371	869, 546	t6, 592, 359	c22, 062, 235
Michigan.....	5, 644, 461	771, 248	-----	f2, 674, 485	1, 190, 602	4, 636, 335	10, 945, 178
Minnesota.....	2, 399, 300	846, 063	50, 020	1, 369, 541	r554, 087	2, 819, 711	4, 993, 711
Mississippi.....	893, 876	-----	17, 000	714, 306	72, 570	803, 876	-----
Missouri.....	4, 303, 202	727, 240	-----	2, 828, 630	r732, 265	4, 288, 135	8, 825, 548
Nebraska.....	d2, 105, 436	532, 296	l40, 309	954, 393	315, 642	1, 842, 630	2, 786, 387
Nevada.....	165, 762	q9, 694	-----	133, 318	19, 000	162, 012	223, 114
New Hampshire.....	630, 085	r122, 795	15, 308	426, 472	59, 550	624, 125	e2, 381, 577
New Jersey.....	u2, 315, 603	u358, 511	u38, 943	u1, 435, 826	u363, 277	u2, 196, 557	u6, 515, 620
New York.....	12, 476, 907	2, 321, 793	-----	7, 985, 723	1, 527, 396	11, 834, 912	31, 937, 951
North Carolina.....	d763, 032	70, 689	10, 913	416, 197	37, 406	535, 205	483, 092
Ohio.....	d13, 088, 684	1, 461, 893	163, 151	5, 807, 758	r2, 251, 567	9, 684, 369	22, 586, 046
Oregon.....	450, 940	142, 508	9, 340	286, 960	33, 197	v478, 677	1, 454, 506
Pennsylvania.....	10, 261, 329	1, 686, 132	82, 417	5, 403, 636	2, 373, 453	9, 545, 638	31, 886, 098
Rhode Island.....	w659, 585	105, 706	12, 843	w446, 200	w71, 793	w636, 542	2, 099, 285
South Carolina.....	du517, 937	u24, 391	u20, 931	u343, 674	u23, 445	u423, 473	441, 587
Tennessee.....	d1, 292, 163	q83, 819	20, 232	822, 561	28, 858	955, 470	1, 367, 445
Texas.....	1, 661, 476	-----	-----	-----	-----	1, 661, 476	-----
Vermont.....	562, 347	66, 675	-----	425, 931	97, 975	590, 581	-----
Virginia.....	1, 321, 898	q155, 367	55, 564	1, 032, 608	77, 998	1, 321, 537	1, 592, 435
West Virginia.....	1, 268, 160	117, 974	15, 359	641, 575	222, 532	997, 431	1, 871, 235
Wisconsin.....	3, 019, 445	522, 528	i47, 775	1, 866, 906	527, 652	2, 964, 861	u5, 930, 790
Total for States.....	107, 299, 006	14, 626, 514	1, 156, 671	61, 297, 179	17, 557, 825	100, 775, 512	236, 251, 151

a Exclusive of local funds of Mobile County and Faunssdale district, aggregating \$23,186.

b Includes \$21,500 expended for normal schools.

c In 1882.

d Includes balance on hand from last school year.

e Not included in total expenditure.

f Includes salaries of superintendents.

g For white schools only.

h County assessment only.

i Salaries of county superintendents only.

j Amount of tuition revenue only.

k Includes salaries of secretaries and treasurers, interest on bonds, &c.

l In 1881.
m In 1883, exclusive of several parishes and of the city of New Orleans.

n In the city of New Orleans only; no report for the remainder of the State.

o Apparently exclusive of receipts for general purposes, under which come those for supervision and new school-houses.

p Includes some miscellaneous expenditure.

q Includes expenditure for repairs.

r Includes amount paid for interest or to cancel debt.

s Total of reported items.

t Items not fully reported.

u In 1882-'83.

v So reported, though the sum of the items given is \$472,005.

w Includes report of evening schools.

XXII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE I.—PART 2 — Summary (A) of annual income and expenditure, &c.—Continued.

Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Arizona.....	\$205, 901	.....	.....	.....	.....	\$161, 862	\$153, 466
Dakota	1, 481, 071	\$631, 963	<i>a</i> \$34, 514	\$394, 785	\$280, 131	1, 306, 879	1, 689 658
Dist.of Columbia	<i>b</i> 579, 312	<i>b</i> 176, 079	<i>b</i> 7, 380	<i>b</i> 317, 229	<i>b</i> 78, 624	<i>b</i> 579, 312	<i>c</i> 1, 326, 888
Idaho	81, 519	<i>d</i> 12, 339	.....	62, 092	14, 973	<i>e</i> 89, 914	<i>f</i> 31, 000
Montana.....	179, 323	<i>g</i> 50, 100	<i>g</i> 13, 000	<i>g</i> 150, 000	<i>g</i> 46, 930	<i>g</i> 260, 030	335, 371
New Mexico	<i>f</i> 32, 171	.....	.....	<i>f</i> 28, 002	<i>f</i> 971	<i>f</i> 28, 973	<i>f</i> 13, 500
Utah.....	<i>h</i> 260, 434	39, 729	500	131, 881	32, 230	204, 340	433, 461
Washington	<i>g</i> 186, 057	93, 671	.....	152, 142	16, 589	<i>e</i> 287, 590	360, 421
Wyoming.....	<i>f</i> 36, 161	.....	.....	<i>f</i> 25, 894	<i>f</i> 2, 610	<i>f</i> 28, 504	<i>f</i> 40, 500
Indian:							
Cherokees	81, 730	.....	.....	.....	.....	81, 730	.....
Chickasaws.....	86, 015	.....	.....	.....	.....	86, 015	.....
Choctaws.....	.....	.....	.....	.....	.....	.....	.....
Creeks.....	46, 725	.....	.....	.....	.....	46, 725	.....
Seminoles.....	12, 142	.....	.....	.....	.....	12, 142	.....
Total for Terr	3, 268, 561	1, 003, 881	55, 394	1, 262, 025	473, 058	3, 174, 016	<i>f</i> 3, 384, 265
Grand total.	110, 567, 567	15, 630, 395	1, 212, 065	62, 559, 204	18, 030, 883	103, 949, 528	240, 635, 416

a Not included in total expenditure.*b* In 1882.*c* In 1881.*d* Includes expenditure for repairs.*e* Items not fully reported.*f* United States Census of 1880.*g* In 1882-'83.*h* Includes balance on hand from last school year.

TABLE I.—PART 2.—*Summary (B) of per capita expenditure for 1882-'83.*

States and Territories.	Expenditure in the year per capita on school population. <i>a</i>	Expenditure in the year per capita on pupils enrolled in public schools. <i>a</i>	Expenditure in the year per capita on average attendance in public schools. <i>a</i>	Expenditure in the year per capita on population between 6 and 16. <i>a</i>	Expenditure in the year per capita on population between 6 and 16, including interest on the value of all school property. <i>a</i>
Massachusetts	b\$15 02				
Nevada.....	c14 86	c\$18 59	c\$29 68		
California	c13 62	c17 39	c26 96		
Connecticut	9 84	12 21	19 64		
Colorado	9 52	14 00	22 12	\$12 14	\$14 41
District of Columbia	d9 50	d15 16	d19 97	d10 18	d11 96
Dakota	9 38	15 59	25 77		
Ohio	8 85	10 91	16 85	10 29	12 13
Rhode Island.....	8 59	11 76	17 57		
Arizona	8 31	20 79	30 54		
Iowa	e8 18	e12 16	e19 50	e13 09	e14 67
Montana	8 03	16 08			
Illinois	7 54	11 02	17 20		
Oregon	7 10	13 05	18 45		
New York	7 10	11 50	20 53		
Wyoming	f6 93	f9 81	f14 85		
Nebraska	6 52	9 57	16 90		
Indiana.....	g6 49	g9 31	g14 76		
Michigan.....	5 88	8 42			
Minnesota.....	5 68	9 10	21 46		
Idaho	e5 61	e9 54			
Wisconsin	5 56	9 16			
New Jersey	5 18	8 53	15 14		
Maryland	5 02	9 91	18 79		
Vermont	5 00	6 88	10 80		
Missouri	4 89	7 38	11 35		
Kansas	e4 88	e6 62	e11 02		
Maine	4 74	6 90	10 34		
Washington.....	e4 01	e5 74	e12 03		
Texas	3 62				
West Virginia	h3 31	h4 56	h7 47		
Utah	c3 26	c5 22	e8 42		
Virginia	2 22	4 26	7 61		

a In estimating these items, only the interest on amount expended under the head of "permanent" (i. e., for sites, buildings, furniture, libraries, and apparatus) is added to the current expenditure for the year.

b For current expenses only.

c Estimated by the Bureau, 6 per cent. being the rate used in casting interest on permanent expenditure.

d In 1881.

e In 1882.

f In 1880.

g An estimate including per capita on total permanent expenditure for the year.

h Cost per capita a term for teachers' salaries and all current expenses.

TABLE I.—PART 2.—*Summary (B) of per capita expenditure for 1882-'83—Continued.*

States and Territories.	Expenditure in the year per capita on school population. <i>a</i>	Expenditure in the year per capita on pupils enrolled in public schools. <i>a</i>	Expenditure in the year per capita on average attendance in public schools. <i>a</i>	Expenditure in the year per capita on population between 6 and 16. <i>a</i>	Expenditure in the year per capita on population between 6 and 16, including interest on the value of all school property. <i>a</i>
Mississippi.....	\$1 82	\$2 01	\$3 65	.....	.....
Arkansas.....	b1 57	b4 27	.....	.....	.....
Tennessee.....	1 50	.....	.....	.....	.....
South Carolina.....	b1 43	b2 17	b3 39	.....	.....
Florida.....	cd1 37	cd2 56	cd5 34	.....	.....
North Carolina.....	1 33	2 70	4 09	.....	.....
Georgia.....	1 20	2 13	3 25	.....	.....
Alabama.....	b1 11	b2 24	b3 53	.....	.....
New Mexico.....	be99	be6 09	be9 20	.....	.....
Louisiana.....	f65	f3 00	f4 40	.....	.....
New Hampshire.....	.....	g9 34	g3 15	.....	.....
Pennsylvania.....	.....	7 87	12 04	.....	.....

a In estimating these items, only the interest on amount expended under the head of "permanent" (i. e., for sites, buildings, furniture, libraries, and apparatus) is added to the current expenditure for the year.

b Estimated by the Bureau, 6 per cent. being the rate used in casting interest on permanent expenditure.

c In 1882.

d An estimate including per capita on total permanent expenditure for the year.

e In 1880.

f Exclusive of several parishes and of the city of New Orleans.

g Per capita cost on the entire sum expended.

TABLE I.—PART 2.—*Summary (B) of per capita expenditure for 1883-'84.*

States and Territories.	Expenditure in the year per capita on school population. <i>a</i>	Expenditure in the year per capita on pupils enrolled in public schools. <i>a</i>	Expenditure in the year per capita on average attendance in public schools. <i>a</i>	Expenditure in the year per capita on population between 6 and 16. <i>a</i>	Expenditure in the year per capita on population between 6 and 16, including interest on the value of all school property. <i>a</i>
Massachusetts	\$19 34	\$19 70	\$25 84		
Arizona	17 26	35 84	48 33		
Nevada	b15 94	b19 43	b29 25		
Colorado	10 51	15 63	25 33	\$13 71	\$16 82
Connecticut	c9 84	c12 21	c19 64		
District of Columbia	d9 50	d15 16	d19 97	d10 18	d11 96
Dakota	e9 38	e15 59	e25 77		
Washington	9 10	12 87	20 22		
Illinois	9 07	13 32	19 99		
Ohio	8 85	10 78	16 47	10 17	11 85
Rhode Island	8 82	11 38	16 89		
Iowa	e8 18	e12 16	e19 50	e13 09	e14 67
Montana	e8 03	e16 08			
New York	e7 10	e11 50	e20 53		
Wyoming	b76 93	b79 81	b714 85		
Idaho	g6 84	g10 85			
Michigan	6 79	9 67			
Nebraska	6 51	9 90	16 74		
Indiana	g6 45	g9 30	g14 32		
Oregon	6 06	10 38	11 34		
Delaware	h5 90	b6 88	b10 03		
Minnesota	e5 68	e9 10	e21 46		
Wisconsin	e5 56	e9 16			
Vermont	5 31	7 25	11 09		
New Jersey	e5 18	e8 53	e15 14		
Maryland	e5 02	e9 91	e18 79		
Maine	4 92	7 25	10 60		
Kansas	e4 88	e6 62	e11 02		
Texas	4 50				
Missouri	4 37	6 52	8 47		
Utah	b3 42	b5 69	b8 76		
West Virginia	3 38	4 63	7 56		
Florida	b2 58	b2 95	b4 80		
Virginia	c2 22	e4 26	c7 61		
Mississippi	1 82	2 01	3 65		

a In estimating these items, only the interest on the amount expended under the head of "permanent" (i. e., for sites, buildings, furniture, libraries, and apparatus) is added to the current expenditure for the year.

b Estimated by the Bureau, 6 per cent. being the rate used in casting interest on permanent expenditure.

c In 1882-'83.

d In 1881.

e In 1882.

f In 1880.

g Per capita cost on all permanent as well as current expenditure.

h For white schools only.

TABLE I.—PART 2.—*Summary (B) of per capita expenditure for 1883-'84—Continued.*

States and Territories.	Expenditure in the year per capita on school population. <i>a</i>	Expenditure in the year per capita on pupils enrolled in public schools. <i>a</i>	Expenditure in the year per capita on average attendance in public schools. <i>a</i>	Expenditure in the year per capita on population between 6 and 16. <i>a</i>	Expenditure in the year per capita on population between 6 and 16, including interest on the value of all school property. <i>a</i>
Arkansas	b\$1 78	b\$3 67	c\$3 71	.....	.....
South Carolina.....	c1 61	c2 28	c\$3 71	.....	.....
Louisiana.....	b1 60	b5 91	b9 00	.....	.....
Tennessee.....	b1 50	b2 50	b4 27	.....	.....
North Carolina.....	d1 33	d2 70	d4 09	.....	.....
Alabama.....	b1 25	b2 42	b3 89	.....	.....
Georgia.....	1 20	2 13	3 25	.....	.....
New Mexico.....	b699	b66 09	b69 20	.....	.....
California.....	.....	f17 08	f24 61	.....	.....
New Hampshire.....	.....	c9 65	c14 27	.....	.....
Pennsylvania.....	.....	8 24	12 52	.....	.....

a In estimating these items, only the interest on the amount expended under the head of "permanent" (i. e., for sites, buildings, furniture, libraries, and apparatus) is added to the current expenditure for the year.

b Estimated by the Bureau, 6 per cent. being the rate used in casting interest on permanent expenditure.

c Per capita cost on all permanent as well as current expenditure.

d In 1882-'83.

e In 1880.

f Per capita of current expenses only.

GENERAL EDUCATIONAL STATISTICS FOR TEN YEARS. XXVII

GENERALIZATION BY YEARS AND BY TOPICS, WITHOUT REFERENCE TO STATES.

Statistical summary showing the school population, enrolment, attendance, income, expenditure, &c., for ten years, from 1875 to 1884, inclusive, as collected by the United States Bureau of Education.

	Year.	Number re- porting.		In States.	In Territo- ries.
		States.	Terri- tories.		
School population	1875	36	8	13, 889, 837	117, 685
	1876	37	8	14, 121, 526	101, 465
	1877	38	9	14, 093, 778	133, 970
	1878	38	9	14, 418, 923	157, 260
	1879	38	9	14, 782, 765	179, 571
	1880	38	8	15, 351, 875	184, 405
	1881	38	10	15, 661, 213	218, 293
	1882	38	10	16, 021, 171	222, 651
	1883	38	10	16, 255, 535	249, 157
	1884	38	10	16, 510, 463	283, 939
Number enrolled in public schools	1875	37	11	8, 678, 737	77, 922
	1876	36	10	8, 293, 563	70, 175
	1877	38	10	8, 881, 848	72, 630
	1878	38	10	9, 294, 316	78, 879
	1879	38	10	9, 328, 003	96, 083
	1880	38	10	9, 680, 403	101, 118
	1881	38	10	9, 737, 176	123, 157
	1882	38	10	9, 889, 283	124, 543
	1883	38	10	10, 228, 088	136, 385
	1884	38	10	10, 572, 751	165, 441
Number in daily attendance.....	1875	29	5	4, 215, 380	36, 428
	1876	27	5	4, 032, 632	34, 216
	1877	31	4	4, 886, 289	33, 119
	1878	31	5	5, 093, 298	38, 115
	1879	32	8	5, 223, 100	59, 237
	1880	34	8	5, 744, 188	61, 154
	1881	34	9	5, 595, 329	69, 027
	1882	38	10	6, 041, 833	76, 498
	1883	38	9	6, 260, 150	83, 913
	1884	38	9	6, 590, 582	103, 346
Number of pupils in private schools	1875	13	5	186, 385	13, 237
	1876	14	3	228, 867	9, 137
	1877	12	4	203, 082	6, 088
	1878	12	4	280, 492	6, 183
	1879	19	4	358, 685	7, 459
	1880	21	4	561, 209	6, 921
	1881	20	2	564, 290	5, 305
	1882	20	2	562, 731	5, 143
	1883	21	2	601, 674	5, 265
	1884	23	2	601, 216	5, 301
Total number of teachers	1875	36	9	247, 423	1, 839
	1876	37	9	247, 557	1, 726
	1877	37	9	257, 454	1, 842
	1878	38	9	269, 162	2, 012
	1879	38	9	270, 163	2, 523
	1880	38	10	280, 034	2, 610
	1881	38	9	285, 970	3, 189
	1882	38	9	290, 028	3, 266
	1883	38	10	294, 513	4, 039
	1884	38	10	301, 848	5, 956

XXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

Statistical summary of the school population, enrolment, &c.—Continued.

	Year.	Number re- porting.		In States.	In Territo- ries.
		States.	Terri- tories.		
Number of male teachers	1875	31	8	97,796	656
	1876	32	9	95,483	678
	1877	33	9	97,638	706
	1878	34	8	100,878	789
	1879	34	8	104,842	985
	1880	35	8	115,064	948
	1881	36	7	107,780	1,018
	1882	35	8	105,596	1,080
	1883	35	7	107,301	1,024
	1884	34	7	101,307	1,476
Number of female teachers	1875	31	8	132,185	963
	1876	32	9	135,644	898
	1877	33	9	138,228	986
	1878	34	8	141,780	1,027
	1879	34	8	141,161	1,342
	1880	35	8	156,351	1,306
	1881	36	7	158,588	1,805
	1882	35	8	164,808	1,897
	1883	35	7	171,629	2,075
	1884	34	7	170,620	3,156
Public school income.....	1875	37	8	\$87,527,278	\$1,121,672
	1876	38	9	86,632,067	717,416
	1877	37	9	85,959,864	906,298
	1878	38	10	86,035,264	942,837
	1879	38	10	82,767,815	1,020,259
	1880	38	10	82,684,489	1,255,750
	1881	38	10	86,468,749	1,673,339
	1882	38	10	92,587,205	1,739,983
	1883	38	10	95,715,540	2,252,199
	1884	38	10	107,299,006	3,268,561
Public school expenditure.....	1875	34	9	80,950,333	982,621
	1876	36	10	83,078,596	926,737
	1877	37	8	79,251,114	982,344
	1878	38	10	79,652,553	877,405
	1879	38	10	77,176,354	1,015,168
	1880	38	10	78,836,399	1,196,439
	1881	38	10	83,601,327	1,510,115
	1882	38	10	89,504,852	1,653,187
	1883	38	10	95,770,712	2,073,809
	1884	38	10	100,775,512	3,174,016
Amount of permanent school funds.....	1875	28	3	81,486,158	323,236
	1876	20	2	97,227,909	1,526,961
	1877	26	2	100,127,865	2,106,961
	1878	32	1	106,138,348	1,506,961
	1879	30	2	110,264,434	2,776,593
	1880	33	2	119,184,029	3,694,810
	1881	34	2	123,083,786	1,089,015
	1882	35	2	128,483,681	1,089,015
	1883	35	2	129,381,454	1,130,744
	1884	35	2	130,923,561	1,132,352

It has seemed best that opportunity should be provided in this report for comparison by States and Territories of the figures for each year successively. In order to do this, the figures for 1882-'83 have been perfected up to June, 1883, while the figures for 1883-'84 are compiled many months earlier than is usual.

No report for 1882-'83 was received from the States of Delaware, Florida, Iowa, Kentucky, the Territories of New Mexico and Wyoming, and the District of Columbia.¹ In 1883-'84, of these States, Delaware and Florida make reports, but for Iowa and the District of Columbia the statistics for 1881-'82, for Kentucky those for 1880-'81, and for New Mexico and Wyoming those from the United States Census of 1880 are still used. For New Jersey the figures for 1882-'83 are also used in the table for 1883-'84.

The Territory of New Mexico has no superintendent of schools and can make no general report of its school statistics, and Wyoming makes no general report of its schools; therefore there can be no figures given for these Territories, beyond those furnished by separate counties or cities or institutions or those derived from the enforced decennial census. This is greatly to the disadvantage of these Territories.

LEGAL SCHOOL AGE.

In 1882-'83 the school age remained the same in every State and Territory as reported for the previous year, except in Louisiana, in which State the age then reported as from 6 to 18 is for 1882-'83 given as 6 to 18, inclusive.

This increases the total number of different school ages in the country from sixteen for 1881-'82 to seventeen for 1882-'83.

In 1883-'84 the school age in Texas was lengthened by two years, and is now 8 to 16, instead of 8 to 14; in Dakota Territory the age was shortened by a change from 5 to 21 to 7 to 20; and in Washington Territory it was shortened by two years, the change being from 4 to 21 to 6 to 21. Although Texas has still the shortest period in school age of any State or Territory, this period is now eight, instead of six years in 1882.

SCHOOL POPULATION.

In six States and three Territories, namely, Kentucky, Louisiana, New Hampshire, Pennsylvania, South Carolina, Vermont, District of Columbia, New Mexico, and Wyoming, the figures for school population from the United States Census of 1880 are still used, no State or territorial census having been reported by any of the States or Territories named of later date than the United States Census of 1880.

DURATION OF SCHOOL.

For 1882-'83 three States and four Territories fail to report the average duration of the school period; for 1883-'84 four States and four Territories make no report.

For 1882-'83 New Jersey shows the highest average, it being 192 days; in Georgia the average for the cities is greater and in Wisconsin the average term for the cities is the same as in the State of New Jersey, but in both States the average for the whole State would apparently fall below that given for New Jersey. For the same year Tennessee shows the shortest school term, 78 days. For 1883-'84 no report of this item was received from New Jersey, and the States ranking next in length of term are Ohio and Rhode Island, both of which report 184 days as the average duration of the term. Of the Territories, Arizona stands at the head, reporting 210 days as the average length of the school term.

TEACHERS.

As in previous years, several States and Territories fail to report the sex of teachers. For 1882-'83 this is true of Delaware, Georgia, and Maine of the States, and Idaho, Indian, and Washington of the Territories. For 1883-'84 another State, Missouri,

¹ Since the date of the above writing, statistics for 1882-'83 and for 1883-'84 have been received from the District of Columbia. These figures are used in the abstract of the official report of the District, which abstract is given among those of the Territories in the body of this report.

gives the total number of teachers, but fails to report sex. The total number of teachers in all the States and Territories has increased in two years (1882 to 1884) from 293,294 to 307,804.

SCHOOLS.

Of the items reported in this summary, Part 1 (A and B), namely, school population, enrolment, average daily attendance, and total number of teachers, all show increase in 1883 over 1882, and again in 1884 over 1883.

FINANCES.

The totals for each item of income and expenditure and public school property given in Part 2, Summary A, show increase in 1882-'83 over the corresponding totals for 1881-'82, and in turn those for 1883-'84 exceed those for 1882-'83.

Public school income, expenditure, and school property.—The totals in these items for the three years are as follows: Income: 1882, \$94,327,188; 1883, \$97,967,739; 1884, \$110,567,567; total increase for the two years, \$16,240,379. Expenditure: 1882, \$91,158,039; 1883, \$97,844,521; 1884, \$103,949,528; total increase for the two years, \$12,791,489. Public school property: 1882, \$216,562,197; 1883, \$231,944,458; 1884, \$240,635,416; total increase for the two years, \$24,073,219.

In all study of the subject of income it should be kept in mind that in some States the balance on hand from the previous year is included in the annual income; this fact has been carefully noted in the foregoing summaries, and a study of Table I of the appendix will, in most instances, show the amount so included.

The apparent increase in public school property for two years from 1882 to 1884 is \$24,073,219. If from this is subtracted \$5,257,756, the value of property in Connecticut, which was not reported in 1882, the net increase for the two years is \$18,815,463.

Permanent funds.—The same number of States (35) and Territories (2) report their permanent school funds in 1882, 1883, and 1884, the States failing to report in each of the three years being Georgia, Pennsylvania, and South Carolina.

In each of the three years the total for the Territories is made up of a small fund in the District of Columbia and the funds of the Indian Territory.

The increase in these funds in the States is larger than appears from the totals given. In Nebraska the estimate of the future value of the permanent school fund was given in 1882 as \$23,000,000, while in 1884, a more careful estimate being made, this figure is given as \$20,395,033. The apparent increase in the totals for the two years for the States should therefore have added to it \$2,604,967, and the actual increase becomes \$5,044,881. The States showing increase are Colorado, Connecticut, Florida, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, New Jersey, New York, Oregon, Rhode Island, West Virginia, and Wisconsin. Those showing decrease are Arkansas, California, Massachusetts, Nebraska,¹ and Virginia. For the other States the same figure is used in 1884 as in 1882.

EDUCATIONAL PROGRESS.

The record of public education in the United States for the period under consideration (1883-'84) presents many interesting and important particulars. Efforts have been made in certain sections to direct public interest toward denominational schools and in others to limit the free schools to the most elementary work. Here and there such efforts have hindered the progress of free schools, but on the whole they have had the contrary effect. The growth of the free school system in the South, the interest manifested in the Eastern and Western States in various measures for the improvement of the schools, the attention given to the subject by the public press and

¹ The figures from Nebraska show decrease, notwithstanding the fact that the State superintendent in a special letter to this Office writes of a large increase in the permanent fund. It is probable that the figure given for 1882 was too large an estimate, that for 1884 being spoken of as "a more careful estimate."

public societies, the enthusiasm displayed at the meeting of the National Educational Association at Madison, Wis., show that on the whole the public school system is stronger than ever in the confidence of the people. Since the date of my last report, legislation has been secured in several States increasing the efficiency of the schools. Kentucky has reclaimed school funds sufficient probably to add from \$160,000 to \$170,000 to the amount annually distributed for public instruction, and has made provision for optional county school taxes to the amount of 25 cents on every \$100 and \$1 on every poll, in place of the optional district tax of \$2 on every person sending a child or children to the district school. In Texas the office of State superintendent has been restored, and in both New Mexico and Kentucky provision has been made for county superintendents. In Massachusetts the law with respect to school supplies has been extended. Heretofore school books and other material have been furnished to pupils in the public schools of that State and the price taken out of the next annual tax. Now, school committees are required to purchase the necessary text books and loan them to pupils free of charge.

In several successive reports I have dwelt particularly upon the deficiencies of the rural schools and the obstacles in the way of their improvement. My judgment of the need there was for calling attention to this subject has been confirmed by the correspondence which has resulted from its presentation, which correspondence is especially gratifying on account of the evidence it affords that school officers and teachers in one part of the country desire to know what improvements have been effected, and by what means, in other parts. In a few States, at least in favored sections of these States, the rural schools are in a high degree of efficiency; but, considering the whole country, their condition is still very unsatisfactory. The situation is clearly set forth in the abstracts of the appendix and in the summarized view of the individual States and Territories embodied in my own statement. A few subjects that arise in this connection deserve more extended notice.

SCHOOL INSPECTION.

Inspection, which has come last in the order of development, I place first in this consideration, since I am persuaded that it would be a fundamental condition in a system formed in accordance with conclusions derived from the most satisfactory experience. By inspection I mean the constant oversight of the work going on in the schools and of the condition of school buildings, appliances, &c., with the definite purpose of correcting errors, removing hindrances, and insuring progress. This service requires officers qualified by scholarship, experience, and those natural dispositions that excite the respect of adults and the confidence of children. The officers should be well paid and should have authority to carry out the measures that they deem expedient. The school laws of certain of the States provide for such inspection, and it has been practically accomplished in a number of counties, townships, or groups of towns voluntarily united for the purpose; as a rule, even where legal provision has been made for the service, it still remains to establish it upon a sound basis as regards the salary, the qualification of the officers, and the time they devote to the duties of the office.

The operations of this department in the different sections of the country and its deficiencies will best be understood by particular statements.

Hon. Thomas B. Stockwell, commissioner of common schools, Rhode Island, observes in his report for 1883:

The gross amount paid for supervision varies but very little from year to year, though the movement has been, if either way, towards a less expenditure rather than towards a greater. The fact is that, with the exception of a few places, the amount of supervision demanded and the compensation allowed have been so near nothing that the thing itself has come to have, at least, a very doubtful significance, while in some instances it has undoubtedly been worse than none. What is clearly needed is to proceed to the laying out of a system or scheme of supervision that shall take the time, thought, and labor of qualified men and receive proper compensation. In other words, in order to save the money already expended for this purpose, it is absolutely necessary to put more with it. But the effect will

not be merely to save that comparatively insignificant sum. That is merely incidental. The result to be secured by such an increased outlay in that direction will be a greatly enhanced value of the whole school expenditure.

The board of education of the same State advise that the annual appropriation from the State school fund be raised from \$90,000 to \$120,000, and add:

We recommend that the payment year by year to any town of its share of the additional appropriation be made conditional upon the town's adopting an efficient system of paid supervision.

In California the average annual salary of county superintendents is \$1,000; individual salaries run as low as \$500, \$300, even \$80. In this connection the superintendent, Hon. William T. Welcker, says in his report for 1884:

Another great defect in the system of the public schools is the fact that in many of the counties the superintendents of the schools are poorly paid; so poorly, indeed, that we can scarcely speak of their slender stipends as pay at all. The county superintendent should be able to give and should be required to give the whole of his time to the duties of his office. * * *

It will be objected that many counties are too poor to pay their school superintendent a salary which will engage his whole time in their service; that they are too sparsely settled, and that they must wait till more money shall have been invested within their borders. The ready answer is that to have good schools in the county is the best invitation to settlement and investment; with population comes wealth, the enhancement of existing property, and the production of more. Let it be well understood that any county, even the remotest and least developed, has superior schools, and the fact will give an immediate and great impulse to immigration thither. Now, this great desideratum may be had by simply paying one officer a decent salary. The people can impose a local tax on themselves for additional school facilities, and surely no school facilities can be so valuable as a good superintendent. But I prefer to invite the attention of the legislature to this important matter and leave the details of accomplishing this great reform to their wisdom.

In Illinois, 26 superintendents spend all their time in supervision; 43, two-thirds of their time; 69, one-third; and 105, one hour a day.

In Minnesota, 75 counties are provided with a superintendency of schools, leaving only one not so provided; but the conduct and effects of the service are widely different in different counties. Hon. D. L. Kiehle, the State superintendent, observes in his report for 1883-'84:

Unless the district will see to it that the highest intelligence and the interest of the people are represented in an efficient superintendent, who will introduce the best methods and the best facilities of instruction and provide for the more careful selection and improvement of teachers, the loud voice of the multitude will prevail and experience will be lost in the chaos of ignorance and selfishness. These two years have only confirmed my judgment that our method of selecting superintendents of education by our political machinery is not the wisest, and is endangering educational interests by introducing principles or precedents of selection which subordinate the interests of education to those personal or political. The advantages of a good system of any kind appear in the general distribution of what would otherwise be confined to the few, because the better and more intelligent will do more for themselves by an unwise law, or by no law, than the ignorant and ill disposed can gain by the most wholesome one. Hence, some of our counties have for years elected capable superintendents, and their schools have been growing better, while in other counties the superintendency has been so inefficient that the evil is but slightly increased by the abandonment of the office. As it is, we must rely upon the diligent use of present methods to elevate public sentiment, and show, by example, how much is gained by good supervision.

Hon. W. W. Jones, superintendent of public instruction, Nebraska, gives the following statement with respect to county superintendents in that State:

The compensation of superintendents is slowly increasing, but the majority of these officers are as yet poorly paid. The average compensation of 58 of these officers in 1881 was \$507, and in 1882, of 54 superintendents, \$506. But, in 1882, 30 received less than the average, and 24, more. Only 2 received as much as \$100 per month. As a consequence of poor pay, much poor work is done; the best talent is not secured, and many superintendents have to combine other business with their school work in order to make a living. In the new counties this will remain a necessity for some time, but in older counties it ought not to be. A good superintendent can earn more by teaching than, in many instances, he receives from the county for superintending. I believe the work of the superintendent is necessary to the prosperity of our school system, and he should be paid a sum proportionate to the work done. By the present law the compensation is placed in the hands of the county

commissioners, and the minimum sum per day is \$3. Thirty-five are paid this minimum sum, a few receiving a little extra per day for some classes of work. Eleven more receive \$3.50, and only 2 even reach the maximum of \$5. It seems to me that if these officers are worth retaining they should be fairly paid for the labor performed. I therefore recommend that a fixed salary, based upon the number of pupils in the county, be paid them, in place of the present uncertain amount. If this does not meet your approbation, I would suggest that the minimum per diem be placed at \$4, instead of \$3, as at present. As a suggestion, I would state that if the salary were placed at \$1,200 in counties having 5,000 school population or more and at \$1,000 in counties having 4,000 and less than 5,000, at \$800 in counties having 3,000 and less than 4,000, and at \$500 in counties having 2,000 and less than 3,000, and in counties having less than 2,000 a per diem of \$4, the work would be somewhat better paid for than at present and no hard burden would be placed on the counties. By this arrangement and at the present enumeration, 8 counties would be in the first class, 4 in the second class, 12 in the third class, 7 in the fourth class, and 33 in the last class. Justice to this hard worked officer demands better pay. Other States have tried a plan similar to this and find it works well.

The superintendent of public instruction for New York presents the following statement of the system of school supervision in his State:

In the rural districts the schools for the most part are ungraded and are supervised by trustees elected by the voters of the district and by school commissioners chosen by the people in the various school commissioner districts. The present plan of supervision by school commissioners was inaugurated in 1856; it is not perfect as it is, but it is the best system that has yet existed and altogether better than any yet suggested. There are in the rural districts 112 school commissioners; for their services they receive \$800 per annum and an additional yearly allowance by the boards of supervisors of \$200 for expenses. The services of a competent man are worth more. The law clearly defines their duties, and there is work enough to keep them busy most of the time. Some of them, however, engage in other business. The law should be so amended as to require school commissioners to give their whole time and attention to the duties of their office and the engaging in any other business should work a forfeiture thereof. Qualifications for school commissioners have been discussed; although affecting their own interests, many of them urge that only persons should be eligible to the office who have had successful experience in teaching and who hold either a State certificate, the diploma of one of the State normal schools or of a higher institution of learning. It seems reasonable that some qualification should be demanded, when it is remembered that teachers whom they are to examine and supervise must be qualified and must have passed certain prescribed examinations before they are allowed to teach. Of course any qualifications required would not necessarily give efficient commissioners. There are competent officers who have not the qualifications spoken of. Much depends on tact and natural ability for success; but, if qualifications were required, totally unfit persons could not hold the office. The school commissioners generally have heartily cooperated with the department, and, as a class, they have faithfully discharged their duties. The school commissioner districts vary largely in size; the number of school districts therein ranges from 9, the lowest, to 196, the highest. It is evident that some school commissioners have more work than they can efficiently accomplish. I recommend that some action be taken to equalize the districts.

In New Jersey there is great harmony of action among the county superintendents; they have succeeded, among other things, in securing uniformity in the text books used in 198 of the 361 school districts of the State.

It is quite evident that the schools of a county or township can only be organized into a harmonious system through the agency of a supervising officer interested equally in all the districts of the section. Where this is wanting there is the greatest inequality of school facilities and in general the state of things described by Hon. Charles D. Hine, secretary of the board of education of Connecticut, as follows:

With the facts in full array before us, the difficulty of determining whether there has been progress proceeds from the absence of any standard. There is no general supervision of schools and no authority which can secure uniform excellence or and approach to it. There has not been laid down for the State or any considerable number of towns any line or course of study and effort by which they can be measured. Hence, every town or district is a law unto itself. The result is absolutely good schools in one place and absolutely poor schools in another. It is only by investigation of the separate parts in detail and with much labor that every phase of the subject is made clear. Many schools have made rapid strides. Local interest, energetic

and prudent business management, progressive and well educated teachers, have pushed them into a high and fortunate position. They cannot be said to represent the whole. There is every gradation of the scale, every degree of effort and success, down to those who have lost hope and purpose under the belief that nothing can be done in respect of our educational system and practice.

These statements, it will be seen, cover experiences in different sections. It is certainly no small argument in favor of county superintendency, or its equivalent, that it should be so generally advocated by those familiar with the status of elementary schools as exhibited throughout entire States.

UNION OF DISTRICTS AND THE TOWNSHIP SYSTEM.

The efficiency of the country schools has been greatly promoted in a number of counties by the union of districts. In place of the wasteful division of school funds among several small districts for the support of schools numbering from two to twenty pupils, the funds have been combined and union schools formed or a central school established for the older pupils and a few primary schools conveniently placed for the younger pupils.

In a number of States such a union of districts may be accomplished with little or no special legislation; in others, districts that are desirous of adopting this course are prevented by the constitutional requirement that laws regulating the organization of common schools must be uniform throughout the State. So many advantages result from the measure where it is practicable that it seems important to provide all legal helps to its adoption.

The experience of the country showing the advantages of the township system over the district system has been constantly noted in these reports. The movement in favor of the former is extending. The passage of the law abolishing the district system in Massachusetts was mentioned in my last report. Mr. Patterson, of New Hampshire, observes that several towns have adopted the town system, and, so far as he knows, are pleased with the change, and adds:

It will readily be seen that the subdivision or district plan defeats measurably the very end for which public schools are established, as it fails to diffuse with an equable hand that intelligence which is essential to the safety and highest prosperity of the republic. It gives to the minority of the children in villages and cities extraordinary opportunities, and very ordinary ones to the majority scattered over the country towns. It gives to the children of non-taxpaying foreigners concentrated in large places privileges which it withholds from the children of taxpaying natives in the rural districts. It gives to the child of the man who pays a heavy tax in a small district less schooling than to the child of the man who only pays a poll tax in a large one. It renders it impossible for a poor man, as the law stands, to live in a district with less than 12 weeks of schooling, if he wishes his children to aid in the support of the family by work in a factory.

COURSES OF STUDY AND CLASSIFICATION IN UNGRADED SCHOOLS.

By means of a definite course of study and a fixed program for each day's exercises the work of the ungraded schools is brought into the same systematic, progressive order as that of the graded schools. When thus regulated, the needs and possibilities of the school are brought to light and it becomes comparatively easy to show what division of the work is desirable. Already this first step in classification has led in several places to the formation of primary and intermediate classes under separate teachers. In California the school law makes it the duty of each county board of education to draft a course of study for country schools, which teachers are compelled to follow. In this State, as also in Ohio, Indiana, Illinois, and New Jersey, progress in grading the country schools or regulating their work in accordance with a fixed program is particularly noticeable.

As instruction becomes thus systematic there arises a demand for examinations. In a number of counties in different States not only are periodical examinations employed, but a certificate or diploma is awarded to those who successfully complete the prescribed course of study.

Hon. F. R. Brace, superintendent of schools, Camden County, New Jersey, gives the following report of results under this system:

The work of the past year has generally been satisfactory. In 6 districts pupils passed in the advance course of study; in 14, the examination for first grade was passed; in 24, the examination for second grade; and in 31, the examination for third grade. In only 2 districts was there an entire failure to pass in some one of the grades. This is a great advance on former years.

The exercises connected with the giving of the diplomas and certificates in the different districts were largely attended by parents and friends.

According to scholastic merit, 8 districts are third grade against 13 last year, 12 second grade against 13 last year, and 20 are first grade against 16 last year. It will be seen that there has been quite an advance during the year. This is due to the course of study and the granting of certificates and diplomas.

Hon. Robert Graham, State superintendent, Wisconsin, has published an outline scheme for the examination of pupils who have completed the course of study prescribed for ungraded schools, to meet an urgent demand from parts of the State where the graded course has been successfully introduced. In general, county and State superintendents are very active in promoting this part of the work.

The examinations conducted in Massachusetts by the agents of the State board of education have done much to improve the schools and the reports of the same are full of helpful suggestions.

The methods and results of the examination in language as conducted in 1883 by Mr. George H. Martin are especially worthy of attention. They show very plainly that teachers can best prepare their classes for the ordeal of examination (which, say what we may, is an ever present end) by employing those better methods that are now so urgently insisted upon. Mr. Martin observes:

In language, I asked the children in grammar and intermediate schools above nine years of age to write the following sentence: "Many people buy their meat, I think, at Mr. Brown's grocery. Can they buy potatoes there?" This tested their power to spell simple words, to punctuate, and to use capital letters. About three thousand one hundred papers were examined and the result in each school determined on the basis of twenty possible errors, ten in spelling and five each in punctuation and the use of capitals.

He then proceeds to summarize the results, referring to the towns as A, B, C, D, &c.

(1) The correct use of punctuation marks and possessive forms can only be learned by practice in sentence writing, while spelling may be learned in other ways. The range of results in punctuation is from 31 to 60 and in the use of possessive forms from 22 to 67, while the range in spelling is only from 68 to 90.

(2) The benefit of early work in sentence writing is strikingly shown by comparing the results in the intermediate schools of two towns. In A the possessive percentage reaches 57 in the intermediate schools. This is secured before there has been any teaching of grammar. In E, where the language work has been largely subordinated to technical grammar, the possessive percentage in the intermediate schools reaches 27. Stating it in another form, the ratio of children in A at the age of eleven and a half years who write the possessive forms correctly is more than double the ratio of children in E at the age of nearly twelve years. Indeed, the children in the intermediate schools of A at the age of eleven and a half years reach a higher per cent. (57) than all the children in E at the age of thirteen (51).

(3) In the towns where the committees have insisted most strongly upon technical grammar the children show the least ability to use the proper grammatical form in writing.

(4) Better results may be expected from graded schools than from mixed schools. A, C, D, E, F, and G are large towns, with most of the children in graded schools. In B, H, and I are many small mixed schools. Yet one mixed school in A reached 83 per cent.

(5) If the school committees want good results in this line of work they can have them. The schools in D, E, F, and G are similar in the kind of pupils, in grading, in pay of teachers, and in supervision by committees. D has recently introduced into its primary schools improved methods of language work. The effect is seen in an increased percentage of correct results. B has many mixed schools, and, on the whole, its schools are not as good as those in some of the other towns, but its committee have during the last year introduced sentence writing into the intermediate schools, and have followed it up with a good deal of energy. The effect is seen in making the town second in the list. C has made a specialty of composition writing in all the

grades, and, though the average age of the classes examined is much less than in the other towns, its relative rank is high.

The best results are due to a combination of causes. A, which stands highest in the list, has a comparatively fixed population, has never had the district system, has for thirty years welcomed normal teachers, pays the best salaries in the county, and for several years has employed superintendents who have been enthusiastic in introducing improved methods of primary work. I, which is lowest on the list, has a large floating population, has chiefly mixed schools, employs few normal teachers, and pays low wages. The schools have little supervision and are using old methods almost exclusively. The difference between these towns is well shown by the fact that in I less than $1\frac{1}{2}$ per cent. of the pupils wrote the sentence without mistake, while in A 12 per cent. thus wrote it.

Several causes have combined to stimulate to increased work in language teaching. One is the publication of the results of the examinations made by Mr. Walton, an agent of the board, in Norfolk and Bristol Counties, by which public attention was called to existing defects. Another is the work that has been done for several years in the normal schools and in the teachers' institutes held by the board in different parts of the State. A third is the liberal advertising of the schools of Quincy, where the methods presented and advocated in the institutes and normal schools, and already in general use in other cities and schools, were put into practice and held conspicuously before the public. The public hastened to name them "the Quincy methods," as America was called after him who advertised it rather than after him who found it. But this was of little consequence as long as committees and teachers, from actual observation, became convinced of the value of the work and took it up in their own schools. My examinations show that the towns which have adopted these methods most cordially and have applied them most judiciously have the best schools.

Grading in the country schools leads very naturally to provision for branches a little in advance of those that the school laws make obligatory, prevents the early withdrawal of pupils, and increases the number who advance to the high school. It appears also upon a careful examination of school finances that grading is an economical provision. For instance, in Illinois it has been ascertained that the cost of tuition per pupil in average attendance is, for graded schools, \$11.37; for ungraded, \$11.85. At the same time the salaries for teachers of ungraded schools are much lower than for teachers of graded schools, the average being for male teachers \$6.80 in the graded, as against \$40.95 in the ungraded schools, and for female teachers, \$48.88, as against \$31.21.

The following statement is from the report of the Connecticut board of education for 1884:

The money now expended for schools in this State, when divided by the total number of children in attendance, is equal to the cost per head of educating the children of New Haven, about \$22 per head. The cost of educating the children in the 158 districts which have less than eight scholars in attendance during the year was \$30 per head. Now, if we compare the educational chances of a child who is one of the eight scholars in a remote wayside school-house with the educational chances of a child in one of the New Haven public schools, and note that the cost of educating the latter is only the average cost of education over the whole State, we certainly see that there is a grand chance for intelligent effort to so organize the schools as to level up the school training while preserving the average cost. We may go further and say that there is a duty here which those in charge of the matter cannot avoid. Some of those who are best fitted to form an opinion on the subject affirm that if the schools of the towns can be consolidated the standard of instruction can be raised as high as that in the best city schools, and at no greater expense than now. The board hopes to bring this matter to public attention, to promote discussion of it, and to induce the towns and districts to enter voluntarily upon the experiment.

Hon. Herschel R. Gass, superintendent of public instruction, Michigan, calls attention to the same subject as follows:

With an impartial, efficient board of education to take charge of all the schools in the township, the districts would be arranged and school sites would be located with a view to affording the best advantages possible to those attending school. Such a board would be uninfluenced by the local prejudices that are so frequently manifested in the management of the district schools. They would have control of *all* the schools in their jurisdiction and would be responsible for their success or failure. The burden of school tax would be equitably distributed throughout the township and each district would receive more nearly an equal portion of all the pupils en-

rolled. Better houses would be erected and a more competent class of teachers would be employed, since no local penny policy would dictate in these matters. This does not imply an extravagant expenditure of school moneys or even an increase in the cost of schools. In fact, I think it can be shown that this plan would be the most economical. As evidence of this I would call attention to the following facts:

In Oakland County, in the year 1882-'83, were taught 14 schools, in which the number of pupils enrolled ranged from 4 to 12. The whole number of resident pupils attending these schools was one hundred and six. An average of six months' school was taught in each district during the year at a cost of \$16.50 per month. Each school averaged 7.5 scholars, and it cost \$2.10 a month to instruct each pupil, or at the rate of \$21 per year. Twenty-one different teachers were employed in these 14 schools during this period, and the average length of time each taught was four months. The smallest number enrolled in any of these schools was 4; 3 of these 4 were non-resident pupils, and for instructing one scholar three months it cost the district \$60. In the same county there were 33 schools that enrolled from 12 to 20 scholars each. There was an average of 16.6 pupils in each school. Fifty-two teachers were employed in these schools, and an average of five months was taught by each.

In Washtenaw County 6 schools were taught, with an average attendance of 9.6 pupils. The average cost per month for teaching each pupil was \$2. Twelve teachers were employed, and they taught an average of 3.6 months each.

No account has been taken of the incidental expenses incurred in these schools. The cost of instruction alone is nearly twice as much per pupil as it averages in all the graded schools of the State, including high school instruction. This condition of things is not peculiar to the counties mentioned. A similar showing could be made from nearly every county in the State. This exhibit indicates that our district system is not the most economical in the expenditure of labor or the disbursement of money.

NEEDS OF SPARSELY SETTLED DISTRICTS.

There are many sections of the country in which, on account of the sparse population or natural barriers, districts cannot combine their resources, although the individual districts are not able to maintain efficient schools. How the school children of these localities can be properly cared for is a serious question. It is quite evident that the funds available for schools in such cases must be increased or temporary expedients—as, for instance, house to house instruction—be employed. All things considered, it would seem better for the State or the General Government to extend the needed aid and support the work upon a basis that is likely to be permanent. The views expressed by Hon. Neil Gilmour, superintendent of public instruction, New York, with reference to the needs of such districts in his own State, are applicable to almost every State in the Union:

I have heretofore called the attention of the legislature to the fact that we have many districts in which the assessed valuation of property does not exceed \$5,000, and many more in which such valuation is not more than \$10,000. Such districts cannot, without overburdening themselves by taxation, employ as the teachers of their schools persons who have been thoroughly trained or who have had experience in the profession. And yet it seems necessary that such districts should exist, for, if they were to be wiped out through consolidation with other districts or otherwise, many children would be deprived of even the meagre school privileges they now possess, by reason of the remoteness of their residence from the nearest school. So, under present laws, the class of districts described will continue to exist, will be served by cheap and inefficient teachers, and will be no credit, but rather a reproach, to our school system. There is a remedy for this condition of affairs, and it is within the power of the legislature to apply it. The department of public instruction is really powerless in the matter. The superintendent may, by causing stringent examinations of applicants for teachers' certificates to be made and by directing that none but those who pass such examinations satisfactorily be licensed to teach, raise the standard of qualification, but he cannot compel the teachers who pass the examination to accept starvation wages for the purpose of instructing children in a weak district, nor can he compel the officers or inhabitants of such a district to employ a teacher upon wages which would afford adequate compensation for time and money expended by the teacher in acquiring skill in the profession. Enough skilful and competent teachers can be obtained to supply all the schools in the State, to the great advantage of those who attend them, but, if this policy is to be pursued, the State tax for the support of schools must be largely increased and the laws regulating the distribution of school moneys so changed as to give to the State superintendent and the school commissioners in the several counties greater discretionary powers than they now possess. The schools can be made good; those in the rural

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districts can be made to rival those in cities and villages; but this can be accomplished only by the expenditure of much more money than is now annually appropriated by the legislature for educational purposes.

TEACHING FORCE.

The efforts made within the last few years to improve the teaching force of the country schools have had some degree of success. It is now required in all the States that candidates for the service shall pass the examination for a teacher's certificate or present the diploma of a normal school. It remains to raise the standard fixed for the lowest certificate (which represents virtually the average qualification of the teachers), to remove the examination from local and partisan influences, and to offer fair wages for competent teachers. In a few localities this has been done, but, as a rule, the tests of qualification, the modes of appointment, and the inducements offered competent teachers to remain in the work are not such as should satisfy an intelligent people. The most hopeful indication in the matter is the very general effort made by school officers to arrive at an understanding of the exact status of the teaching force in the several States. Since the improvement of the service rests wholly with the people, every means should be employed to get the facts thus brought to light before their attention. The following information presents the results of recent inquiries into this subject in the States specified:

In Kansas there is a steady increase in the number of teachers' certificates granted above the third or lowest grade.

Hon. E. A. Apgar, State superintendent of public instruction, New Jersey, in his report for 1883, says:

The total number of State certificates held is 296, of which 113 are of the first grade, 135 of the second, and 48 of the third. This is a decrease of 1 first grade, an increase of 16 second grade, and an increase of 8 third grade—a total increase of 23 State certificates. The total number of county certificates is 1,950, of which 411 are of the first grade, 488 of the second grade, and 1,051 of the third grade, being the same number of first grade, an increase of 65 second grade, and a decrease of 96 third grade—a total decrease of 31. The total number of city certificates is 1,245, of which 653 are of the first grade, 371 of the second grade, and 221 of the third grade, being an increase of 6 first grade, an increase of 33 second grade, and a decrease of 22 third grade—a total increase of 31. Thirty-three teachers are without certificates, an increase of 3. Seven teachers hold special certificates, an increase of 5. Of these, 5 are in Hudson County, 1 in Monmouth, and 1 in Union. Three per cent. of the total number held are first grade State, the same as last year; 4 per cent. are second grade State, an increase of 1 per cent.; 1 per cent. are third grade State, the same as last year; 12 per cent. are first grade county, an increase of 1 per cent.; 14 per cent. are second grade county, an increase of 1 per cent.; 30 per cent. are third grade county, a decrease of 3 per cent.; 19 per cent. are first grade city, the same as last year; 11 per cent. are second grade city, an increase of 1 per cent.; 6 per cent. are third grade city, a decrease of 1 per cent.

The following statement shows the results of inquiries into the status of the teaching force of Rhode Island, as given in the report for that State for 1883:

Number educated at colleges or universities.....	46
Decrease.....	4
Per cent. to whole number of different teachers.....	4.1
Decrease.....	4 of 1 per cent.
Number educated at academies or high schools.....	644
Increase.....	1
Per cent. to whole number of different teachers.....	57
Decrease.....	6 of 1 per cent.
Number educated at normal schools.....	288
Increase.....	21
Per cent. to whole number of different teachers.....	25.2
Increase.....	1.5
Number educated at common schools.....	155
Decrease.....	3
Per cent. to whole number of different teachers.....	13.7
Decrease.....	.5 of 1 per cent.
Number reported as beginners.....	121
Increase.....	1
Per cent. to whole number of different teachers.....	9.8
Decrease.....	.1 of 1 per cent.

The commissioner in his last report observes:

There is still the same tendency to change teachers which has been noticed before, nearly one-third of the whole number in the State having changed their location during the year. If now we drop out of our calculation the towns where the town system prevails, we find that nearly one-half of the teachers in the remaining towns, where the district system holds sway, are changed during the year. Is it any wonder that the results of the schools are sometimes poor and discreditable? I am more inclined to think that the wonder should be that they have accomplished anything. Surely there is an evil here which demands immediate attention, and it seems very clear to me that the remedy lies along the line of a change in the manner of employing the teachers, also of determining their fitness.

From every point of view and from every consideration which looks to securing a thorough and business-like administration of the affairs of the schools, there is a united demand that the business of selecting and hiring teachers be placed in the hands of but *one* party instead of two as it is now, and that this appointing power be as far removed as possible from all liabilities to be unduly warped or influenced by improper motives. The other point, that of the determination of the qualifications of the teacher, must be reached by means of a system of State certificates, which shall be issued upon the two distinct bases of scholarship and successful experience. These two alterations in the laws would immediately tend to produce a higher standard of character and ability among the teachers and also a more permanent and satisfactory tenure of position.

A careful examination of the statistics relating to the education of the teachers shows a general advance over the report of last year. It is especially gratifying to note that the largest increase in any one grade is in the number of those who have had a normal school training, a little more than 25 per cent. of the whole number having had that preparation for their work. Comparing still further this number with the ratio of normal school graduates to the number of new teachers, which is less than one-fifth, we see that the great body of normal graduates hold to their work more steadfastly than others. This, of course, should be so, but we are especially pleased to note that the fact is in confirmation of the theory. This is probably due, in the first place, to the fact that they are retained in their positions owing to the excellence of their work, and, secondly, because they have a professional spirit which animates them and tends to keep them in its active pursuit.

Hon. E. E. Higbee, superintendent of public instruction for Pennsylvania, discussing the status of the teaching force of his State, observes:

It is no easy task to supply with a competent teaching force a State like ours, where more than twenty-two thousand teachers are constantly required to keep the schools in operation. When we bear in mind our present low average of salaries (males, \$37.28; females, \$29.22) and the uncertain tenure of office, both of which deter young men and women either from entering the profession or from remaining long therein, we have reason to congratulate ourselves that the needed supply is so promptly met and that the degree of attainment and professional skill is so high as it is.

For our general school work we get but very few teachers from our colleges. In very many of our high schools and in our State normal schools, we find, it is true, college graduates doing very efficient work, but in our other schools, where the primary grades demand most attention and where the highest professional skill is required that the foundation may be firm and a right impulse and tendency be given for the whole subsequent work, we have to rely upon resources within the public school system itself and not upon any helps which may come from abroad. On this account our State normal schools are a necessity as a constitutive part of the public school work, without which, indeed, the whole interest could have no safe warrant of self perpetuation. * * * Their challenge to the legislature should be that they are a necessary part of the public school system of the State; that a proper supply of well trained professional teachers will be impossible without them; and that the State ought, as other States are doing, so far to maintain them as to make them the most efficient possible in their special work.

The report of Hon. Henry Raab, superintendent of public instruction, Illinois, presents very full statistics of the teaching force of that State. The collection of these statistics is due to Hon. W. L. Pillsbury, the assistant superintendent, who says:

From an analysis of the tabulated results of the investigation it appears:

(1) With reference to the nativity of the teachers employed in the State, that 60 per cent. of the whole number were born in the State; but of the men teaching in graded schools the larger number were natives of other States or countries.

(2) With reference to age, that the teachers of the graded schools averaged about 5 years older than the teachers in the ungraded schools. Seven and one-half per

cent. of the teachers were minors; but in 44 counties all and in the State 93 per cent. of the minors were employed in the ungraded schools.

(3) With reference to experience: Under this head it should be observed that the way in which the statements were taken gives substantially the experience at the beginning of the school year, and the time taught during the year added would raise the average experience about $8\frac{1}{2}$ months for graded school teachers and about $5\frac{1}{2}$ months for teachers in ungraded schools, making the averages for the State about as follows: Average for male teachers in graded schools, 81.5 months; average for female teachers in graded schools, 59.5 months; average for male teachers in ungraded schools, 34.5 months; average for female teachers in ungraded schools, 21.5 months.

(4) The following shows the percentage of those who, at the beginning of the year, had had no previous experience: Men in graded schools, 45, or 4.5 per cent.; women in graded schools, 406, or 8.9 per cent.; men in ungraded schools, 1,050, or 20.4 per cent.; women in ungraded schools, 2,125, or 29.8 per cent.

The following shows those who had not taught more than ten months, including beginners: Men in graded schools, 102, or 10 per cent.; women in graded schools, 976, or 21.3 per cent.; men in ungraded schools, 2,101, or 41 per cent.; women in ungraded schools, 4,036, or 56.5 per cent.

It is evident that the number who have chosen teaching as a profession is very small. It appears, too, that of the 3,626 beginners 87.6 per cent. were employed in the ungraded schools, and of the 7,227 whose experience did not exceed ten months, including beginners, 85 per cent. were employed in the ungraded schools, and that they were one-half of the teachers of these schools.

(5) With reference to the training of teachers: The whole number who had received special training was but 2,388, or 13.4 per cent. Teachers who had attended some school for professional training were distributed among the four classes of teachers as follows: Men in graded schools, 236, or 22.8 per cent.; women in graded schools, 991, or 21.6 per cent.; men in ungraded schools, 555, or 10.8 per cent.; women in ungraded schools, 606, or 8.5 per cent. It is shown that 9,055, or 50.6 per cent., of the teachers had received secondary instruction. Of these, 5,344, or 59 per cent., had received such instruction in the high schools.

The teachers who had received secondary instruction were employed as follows: Men in graded schools, 620, or 60 per cent.; women in graded schools, 3,103, or 67.2 per cent.; men in ungraded schools, 2,200, or 42.9 per cent.; women in ungraded schools, 3,232, or 45.3 per cent.; 6,847, or 38.3 per cent., of the teachers had received neither secondary nor normal school instruction. These were divided among the four classes of teachers as follows: Men in graded schools, 187, or 18 per cent.; women in graded schools, 914, or 20 per cent.; men in ungraded schools, 2,338, or 45.6 per cent.; women in ungraded schools, 3,403, or 47.7 per cent. Of this class of teachers, 1,755, or 25.6 per cent. of them, were beginners, and these untrained teachers comprised 48.3 per cent. of all beginners. The men and women of this class, viz, untrained beginners, were distributed as follows: Men in graded schools, 15, or .8 per cent.; women in graded schools, 112, or 6.4 per cent.; men in ungraded schools, 503, or 28.7 per cent.; women in ungraded schools, 1,125, or 64.1 per cent. Compared with the whole number of teachers in each class there were belonging to the class of untrained beginners: Men in graded schools, 1.5 per cent.; women in graded schools, 2.4 per cent.; men in ungraded schools, 9.8 per cent.; women in ungraded schools, 15.8 per cent.

As was to be expected, the number of teachers who had enjoyed superior instruction was not large. The number of men and women of this class and per cent. of them employed in each class of schools were as follows: Men in graded schools, 302, or 33.5 per cent.; women in graded schools, 300, or 33.2 per cent.; men in ungraded schools, 212, or 23.5 per cent.; women in ungraded schools, 89, or 9.8 per cent. And, comparing with the whole number of teachers in each class, there were belonging to this class: Men in graded schools, 29.3 per cent.; women in graded schools, 6.5 per cent.; men in ungraded schools, 4.1 per cent.; women in ungraded schools, 1.2 per cent. Here again, as among those who have attended normal schools and schools of secondary instruction, the graded schools get by far the larger proportion of the graduates.

RURAL SCHOOL-HOUSES.

Within a few years there has been marked improvement in country school-houses, and much greater attention than formerly has been paid to the sanitary conditions of the same and to the general care of buildings and premises.

The following descriptions of school-houses recently built answer a number of inquiries received at this Office. "A" is located in Litchfield, Connecticut; the description is taken from the report of the secretary of the State board of education, Hon. Charles D. Hine, for 1884. "B" is located in Franklin County, Ohio; the

description is taken from the report of the State commissioner, Hon. Le Roy D. Brown, for 1884:

"A."—The outside dimensions are 20 by 30; 11-foot posts. It is designed to seat twenty-four scholars. There will be floor room enough for six or eight more, but the room is not intended for that.

There are two blackboards, or black walls, one on each end, 12 feet long, 3 feet wide. The contract for building in good and complete style was \$600, cellar and all. The lot cost \$50, seats \$50, outbuildings \$50, and other minor expenses about \$50, making total cost about \$800. It is built of the best material and every way first class. The school room is 19½ by 19½, plastered two coats, wainscoted up 3 feet. The boys and girls' entries are separate, each 9 by 7 feet, and ceiled with spruce. The closet between these is to store maps or library. The outbuildings are 50 feet in rear of the school-house.

"B."—This building is built of brick and stone, with pressed brick arches, slate roof, and slate blackboards. It is a one-room building, with rear and left hand light; seating capacity for from forty-eight to fifty pupils. The flues are laid for ventilating stoves by taking fresh air from the outside by a register in the floor directly under the stove. There are two flues in the chimneys, one for the smoke and the other for ventilation, with register at floor line. Cost, \$2,000.

INSTRUCTION IN TEMPERANCE, HYGIENE, &C.

The evils resulting from the use of alcoholic liquors are so terrible that all practical repressive measures should receive the support of the people. How far instruction in the physiological effects of these beverages will prevent their use is not easy to determine. The very general conviction that such instruction will act as a restraint certainly ought not to be disregarded. Several States, viz, New Hampshire, Vermont, Rhode Island, New York, and Michigan, have by special enactment made such instruction obligatory. In some other States, as, for instance, Massachusetts, instruction in physiology, hygiene, and temperance has long been required. During the past year an effort was made by the Massachusetts board of education to learn to what extent the description of the physiological effects of alcohol is included in such instruction in the normal schools of the State. The principals of the several schools were requested to furnish to the board outlines of their respective work, which request was promptly complied with. From these outlines, it appears that more or less attention is given to the subject by all the schools; and, in a majority of them, the instruction indicated is fairly adequate to the importance of the subject and the circumstances under which it is given.

BRIEF SUMMARY OF THE EDUCATIONAL CONDITION OF THE UNION.

NEW ENGLAND STATES—MAINE.

Expenditure for schools, school-houses, furniture, and supervision increased here considerably in 1882-'83 and again in 1883-'84; more schools had higher studies under better teachers, stimulated to good work by better pay, and in city schools and free high schools there are evidences of fair advance in both years. But the number of school districts, perhaps from consolidation of small ones, is becoming fewer; youth of school age have been lessening in number, with exceptions in only two years since 1870; and the length of school terms is shortening by about a day each year.

NEW HAMPSHIRE.

Gains over 1881-'82 appear in both the succeeding years as respects enrolment in public and in private schools, in the number of schools and the time that they were open, in the pay of teachers, and in the general expenditure for public schools. In 1882-'83 there was also a considerable advance in the average attendance, which, however, fell off again by 2,348 in the next year, apparently in part through a transfer of pupils from public to private or church schools. In the fact that school districts were less numerous there is also evidence of gain, as the number of such districts, small and poor in many places, has been a great hindrance to educational success. The superintendent sees encouragement, too, in an annually increased supply of funds for schools, in a demand for experienced teachers, in a greater appreciation of improved methods of instruction, and in a fostering of these through educational meetings and institutes.

VERMONT.

In both years here enrolment in public schools and average attendance in them fell off from what it had been in the two preceding years; but the per cent. of enrolment to school youth remained still very fair (73.93 and 73.68) in view of the broad limits of school age, and the per cent. of average attendance to such youth (46.36 and 47.86) was also fair for a State often swept during school times by bleak wintry winds. School districts in both years diminished, but this was largely from abandonment of the poor district system for the better town one, in which fairly graded schools come often in place of miserable ungraded ones; and hence, with 3 fewer schools, there were 33 graded ones. Expenditure for public schools increased considerably in both years, and teachers, both male and female, were stimulated by better average pay.

MASSACHUSETTS.

Children of school age (5-15) increased in this Commonwealth in 1882-'83 by 8,082 from the number reported in 1881-'82, and, as usual, a much larger number than the youth of school age was brought into the public schools, the per cent. of enrolment to school youth being 101.95. The next year, when 6,736 more school youth were reported, the enrolment rose to 6,140 beyond that in the year before, making a per cent. of 101.73 to the whole number of school age. The per cent. of average attendance to average membership and of average attendance to school youth (89.47 and 89.51 in the former case, 73.47 and 73.82 in the latter) is, in its way, equally remarkable. Adding the attendance in State charitable and reformatory institutions, that in the numerous evening schools, and that in academies and private schools, the educational status is exceedingly high.

RHODE ISLAND.

The secretary of the State board of education thinks that the general condition of the schools is most hopeful, and the figures of his reports for 1882-'83 and 1883-'84 appear to justify his judgment, for the per cent. of enrolled pupils to youth of school age rose from 73.07 in the former year to 77.54 in the latter, and the per cent. of daily attendance to such youth from 48.89 to 52.24, the number in all schools, private and public, coming in both years close up to the whole number of school age. A new compulsory law, passed in 1883, had, doubtless, some effect on this increase of attendance; but the State school commissioner thinks that it was much more the result of better teaching, increased attractiveness in the schools, and wider interest in education.

CONNECTICUT.

In 1882-'83, with more children for instruction, there was a somewhat smaller enrolment in public schools, with a smaller per cent. of attendance in all schools than in 1881-'82, but average attendance increased by 1,437, total attendance in all schools by 1,213, a new and elegant State Normal School was built, and great improvements in school buildings at Bridgeport, Hartford, New Haven, and elsewhere were made at a cost of \$565,752.

The next year, with a very small increase of school youth and a diminution in the number attending other than public schools, there was an increase of 2,843 in public school enrolment and of 1,652 in average attendance in the winter term, children in no school diminishing by 335. Then, too, though it was a year of calamity in business, 5 more public schools were opened, 18 more graded schools were taught, the departments in these numbering 44, and the State school property was rated almost \$1,000,000 higher.

MIDDLE ATLANTIC STATES—NEW YORK.

The school year 1883-'84 was an exceptional one in this State, in that it was shorter by about 6 weeks than usual, owing to the fact that the legislature in 1883 changed the day of its close from September 30 to August 20. This will account for a falling

off in certain statistical details which, from their nature, are necessarily affected by time. In particulars not thus affected, the reports show decided improvement over the year preceding, while the public school work in 1882-'83 had also improved in many respects over that of 1881-'82. With about 41,000 fewer pupils enrolled in 1883-'84, the average daily attendance was 13,000 greater, the per cent. of attendance based on enrolment was greater by 2.60, and the same, based on the whole number of youth of school age, was .40 of 1 per cent. greater. More teachers were employed 28 weeks or over, although the whole number was less, and more attended the institutes. Over \$177,000 more were expended for sites, buildings, and furniture, the estimated value of all public school property reaching nearly \$32,000,000.

NEW JERSEY.

During 1882-'83 there were in this State over 349,000 youth of legal school age (5-18), of whom nearly 212,000 were enrolled in public schools and nearly 120,000 were in average daily attendance, the per cent. of public school enrolment to the number of school youth being 60.69 and that of average attendance to school population 34.22. Counting the enrolment in private and church schools, there were 260,612, or 74.62 per cent., engaged in study during some portion of the year. The records for 1883-'84 having been consumed in a conflagration at the State House, figures for illustration of educational progress in that year are wanting.

PENNSYLVANIA.

The public school statistics for 1882-'83 and 1883-'84 show an advance during the latter year in nearly all particulars. Over 8,000 more youth were enrolled in the schools and over 9,000 more were in average daily attendance, the enrolment in schools other than public having, meanwhile, decreased by 2,527. The proportion of public school pupils in average attendance to the number enrolled was 65.80, to the number of youth of school age (census of 1880) was 44.69, a slight increase in both items over the figures of 1882-'83. Nearly 20,000 free schools were taught in 2,241 school districts, 8,345 of the schools being graded, an increase for the year in districts and in schools, both graded and ungraded. Over nine millions and a half were expended for all public school purposes, the increase for the year being more than \$210,000. Still, the average monthly pay of a large majority of the teachers—the women—was over half a dollar less than the previous year (that of the men employed having advanced \$1.44), and this notwithstanding a decided advance in the number of teachers employed continuously and in normal school graduates.

DELAWARE.

The State superintendent reported in 1884 that the public sentiment in favor of the support of free schools was stronger than it had ever before been; that the public press and the leading men of all parties and creeds acknowledged and insisted on the duty of the State to provide a good common school education for the children of all classes. The statistics show an enrolment of about 31,000 pupils in the public schools in 1884, including schools for colored youth, a gain of about 4,300 in two years, the whole school population of both races (numbering a little over 40,500) having only increased by about 2,000. The exact number of white children enrolled was 27,037, a gain of 3,587 over 1882; the average daily attendance of the same class (17,952) increased 2,396. The length of term remained about the same in both classes of schools, that for white children numbering 157 days, that for colored 104. The whole cost of sustaining the white schools was \$206,918; that for the colored schools, \$8,243.

MARYLAND.

About 55 per cent. of the youth of school age in this State were enrolled in public schools, about 28 per cent. of them being in average daily attendance. The number enrolled (170,393) included an increase during the year of 8,634; that in average attend-

ance, (86,486), one of 1,166. Of the whole number enrolled, 31,327 were colored, and 12,574 of that race were in average daily attendance, a fair advance for the year in both these items. Still, the per cent. of average daily attendance to youth of school age for white and colored remained about the same for the two years, scarcely reaching, as before said, 28 per cent. The schools remained in session during both years 182 days, but in 1883-'84 there were 36 more taught. Over \$117,000 more were expended for all public school purposes and nearly \$50,000 more for teachers' salaries alone.

The board of education expresses satisfaction, on the whole, with the progress made during the year. The smallness of gain in average attendance in proportion to that of enrolment is explained by the severity of the winter, the bad condition of the roads, and the prevalence of contagious diseases.

VIRGINIA.

The statistics of the two years ending 1884 show a continuation of the prosperous condition heretofore reported in public school affairs. There were, in round numbers, an enrolment of 283,000 children, of whom 103,000 were colored, and an average attendance of about 163,000, an increase for the year in enrolment of 7,600 white and 12,000 colored children and in average attendance of 4,700 white and 7,600 colored children. Still, the per cent. of school population enrolled (based on the census of 1880) did not quite reach 52, and that in average daily attendance was only 29.39. There were 373 more schools taught (158 more for colored youth) and nearly \$24,000 more were expended for all public school purposes. The average monthly pay of teachers increased slightly (70 cents for men and 55 for women), more school-houses were owned by districts, and the valuation of property increased by nearly \$150,000.

SOUTH ATLANTIC STATES—NORTH CAROLINA.

The improved school law of 1881, referred to in the report of 1882, showed its good effects in the 2 years succeeding that report, although some part of those effects lack illustration from the failure of several counties to make the required returns. But, even with this drawback, the figures for the 2 years are almost wholly on the gaining side, especially in the latter year, 35,723 more school youth appearing, 37,554 more enrolled in the free schools, and 17,043 more in average attendance, with 494 more schools, under 719 more teachers. The teachers, more than ever before, were trained to better methods of instruction through institutes and normal schools.

SOUTH CAROLINA.

Based on the school population as given by the United States Census of 1880, the enrolment for 1882-'83 was 66 per cent. of school youth and average attendance 42 per cent., increased respectively to 71 and 44 per cent. in 1883-'84. The increase in enrolment in public schools in 1883-'83 was 27,121, and in 1883-'84 it was 12,524. Average daily attendance in the former year was better, increasing by 9,180, but in the latter by only 3,148. Additional houses for public schools in both years were provided in fair proportion to the need of increased accommodations, but very few of them were owned by the districts in which they stand, and the valuation of them all was \$32,435 less in 1883-'84 than in the previous year.

GEORGIA.

This State presents statistics for only one year beyond those of the last report, but for that year shows an increase of 11,414 in children of school age, of 30,979 in enrolment in public schools, of 24,191 in average daily attendance in such schools, of 380 in the schools to accommodate this large attendance, of 32 in the number of graded and high schools in the public system, and of \$29,473 in the expenditure for all the State free schools. These are but specimens of a growth in all important points that has gone on under the supervision of an excellent State school commissioner for ten years. The evidence of improvement in other schools than those of the State system,

including several colleges, does not appear; but this is partly from the fact that these schools, not being compelled to make reports to the commissioner, in very many cases fail to do so.

FLORIDA.

The educational reports of the State of Florida have been imperfect for some years past, and even yet 9 counties fail to present statistics of their schools, if they have any. But a new era is evidently opening, promising a much better condition of affairs. The State report for 1883-'84 shows a great increase of interest in education (1) in an apparent foundation of the long talked of State university; (2) in the establishment of 2 new normal schools for colored teachers and in improved instruction for white teachers in the East and West State seminaries; (3) in an appropriation by the State of \$1,000 each year, for 2 years, for the better training of teachers in a succession of teachers' institutes, with competent instructors; (4) in a new law requiring county boards of education to select and use, for at least 5 years, a uniform series of text books for their schools. These things, with an increased number of State schools and of pupils in them in the years under review, give promise of better schools and better teachers.

GULF STATES—ALABAMA.

A general advance in public school interests was reported for the two years 1882-'83 and 1883-'84. In the former year, with less than 3,000 more youth of school age, 23,000 more pupils were enrolled and over 12,000 more were in average daily attendance. There was also a corresponding increase in the number of schools and teachers; two additional normal schools were established; there was an improvement in county teachers' institutes, with a growth of educational interest among the people. In 1883-'84, with about 15,800 more youth of school age reported, there were about 15,000 more enrolled in public schools and 7,400 more were in average daily attendance. About 51 per cent. of the whole school population were enrolled, and about 62 per cent. of these were in average attendance. There was an increase in the number of public schools taught for white and colored, in the average school term for the State, and in the whole amount expended for public schools.¹

MISSISSIPPI.

The State superintendent of public instruction in Mississippi reports that the subject of education engrossed unusual attention during 1882 and 1883, both as regards public and private instruction; and that public education was growing in the estimation of the people, as shown by their willingness to pay the school tax, their desire to extend the school term beyond the constitutional limit of 4 months, as well as by a desire to employ competent teachers.

With 447,571 youth of legal school age (of whom about 180,000 were white and over 267,000 colored) there were enrolled in 1883, in public schools, about 125,600 white children and over 141,000 colored, and 154,463 of the whole number were in average daily attendance, an increase for the year of nearly 53,000 in enrolment and about 19,000 in average attendance, with only 3,440 more youth of school age. The per cent. of children enrolled, based on the whole school population, was 59.65 and that in average attendance 34.51. To meet this increased attendance more teachers of each race were employed and over \$123,000 more were expended on the schools, the whole amount used for all school purposes being \$803,876.

LOUISIANA.

The public school statistics from this State are incomplete, and those given are not at all encouraging, showing, as they do, only 55,838 enrolled and 38,615 in average

¹ By act of Congress approved April 23, 1884, 46,089 acres of public lands in Alabama were granted to the State, in addition to lands reserved to said State by previous acts, for the benefit of the University of Alabama, to be applied to the erection of buildings and restoration of libraries and scientific apparatus, &c.

attendance during 1883-'84, with about 291,000 youth of school age (6-18). The percent. of youth of school age enrolled was only 19.25 and that in average attendance 13.31. There were 4,430 fewer colored youth enrolled than in 1882-'83 and only 777 more white youth, a decrease in all of 3,653. More public schools were reported, however, and \$57,878 more were expended on them. Encouragement for the future was drawn from the fact that the legislature in 1884 increased the State appropriation for public schools from one mill to one mill and a half on the dollar, which it is supposed will add about \$100,000 to the school revenue. It also stopped the diversion of the school fund to collegiate purposes, a practice which had in the past much lessened the funds available for public schools.

TEXAS.

The public school statistics from this State for 1883-'84, as far as presented (41 counties failing to report), show about 244,800 children enrolled in public schools, of whom about 56,000 were colored; over 5,800 schools sustained, at a cost of \$1,661,476, for an average term of 100 days, 1,432 of these schools being for colored children; an increase for the year of about 61,000 children enrolled, with only about 15,000 more of legal school age, although the age was in 1883 extended two years by the legislature, to include all between 8 and 16, instead of, as formerly, between 8 and 14. Whether or not fuller reports would have changed materially the results of the above comparison cannot be known. The State superintendent, however, confirms the favorable indications of the statistics, saying that during the two years under review the cause of popular education was unusually prosperous and expressing the belief that free schools have passed the experimental stage and have so firmly fixed themselves in public esteem as to stand in no danger of discontinuance.

SOUTHERN CENTRAL STATES—ARKANSAS.

The statistics given of this large State show progress, but not such as might be had under a better school law. In 1882-'83, with 14,345 more school children enumerated, there appears a falling off of 5,463 in public school enrolment from that of the year before. In 1883-'84, with only 12,394 more children, the reported enrolment was 40,983 greater, though many districts failed to report this. Expenditure for schools seems also to have increased considerably, though 8 counties did not report it. Valuation of State school property was \$457,581 higher, 9 counties not reporting. These irregularities make the rate of progress uncertain, and the State superintendent calls on the legislature for an improved school law, to give county superintendency, better examiners of teachers, free text books, and more funds for schools. Reports of average daily attendance ought also to be required as vital to an understanding of the condition of the schools.

KANSAS.

Statistics here, as previously, present us a steady and fairly uniform advance in school youth, enrolment, average attendance, organized districts, districts maintaining school 3 months, number of school rooms, valuation of school property, expenditure for public schools and normal institutes, as well as in teachers holding normal school diplomas or State certificates of qualification. These are good fruits from a good school law, apparently well administered. If there is failure anywhere it seems to be in lack of provision for good institute instruction in some of the poorer western counties, where such instruction is especially desirable. In 1883 there were 74 institutes held in as many counties, with at least 50 members each, the sessions being each of 4 weeks or over and the enrolment 6,770. In 1884 there were 78 such institutes, with an enrolment of 6,956. With such instruction given in a continuously graded course and with great care in the allowance of certificates, it is natural to look for good teaching and good schools.

MISSOURI.

This State, with some improvements in its school law, presents, too, some in its statistics, especially in supplying the average attendance in its schools as well as the whole attendance. The statistics for 1882-'83 show an advance over the preceding year of 22,584 in school youth and of 13,580 in enrolment, with an absolute number of 330,411 in average attendance, not comparable with that year because not then given; while schools increased by 276; buildings for them, by 199; sittings in these, by 24,706; valuation of school property, by \$1,767,715, and expenditure for schools, by \$13,825. The next year, with a much smaller increase of school youth, there were these others: 16,123 in enrolment, 67,620 in average attendance, 311 in schools, 33,725 in sittings, and \$521,086 in expenditure for all school purposes, valuation of school property and time of school diminishing. The available school fund has come to be apparently the largest in the Union, \$10,178,806.

KENTUCKY.

From the slowness of returns to the State superintendent for the year 1883-'84, he has been unable to present, in time for this report, even the main statistics for that year of the Kentucky common schools. In 1882-'83, with a school population of 581,322 of which one-seventh was colored, this State enrolled nearly 51 per cent. of the white youth and over 36 per cent. of the colored, and had nearly 32 per cent. of the former and 25 per cent. of the latter in average attendance. With the exception of teachers' pay, advance seems to have been general.

TENNESSEE.

Evidences of recuperation from the educational depression of 1882 are manifest in every direction. In 1882-'83, with only 12,290 more youth of school age reported, there was an increase of 62,875 in public school enrolment; while pupils in both public and private schools, that had fallen from 318,522 in 1880-'81 to 290,504 in 1881-'82, rose in number 68,630 at one rebound, and 24,752 still beyond this in the following year. The united average attendance in State and private schools, which had been unreported in 1881-'82, but was restored the next year, reached in the year of its reappearance a total of 196,380, and the next year went 36,488 higher still. And so it is throughout, no decline appearing, except in private schools, outside of the State system, and in consolidated schools, which are only slightly connected with it.

WEST VIRGINIA.

In this vigorous young State an elaborate report, which bristles with statistics, shows a steady growth in all the elements of a good school system, youth of school age increasing by 4,919 in 1882-'83 and by 6,668 in 1883-'84; enrolment in the State schools, by 5,360 and 5,368; average attendance in them by 1,538 and 3,822; nearly 73 per cent. of the youth of school age being gathered into the schools, and nearly 45 per cent. of them being held there under instruction in both years. Schools, too, in the latter year increased by 138; school-houses, by 152; teachers from normal schools or with large experience in their work, by 184; expenditure for public schools, by \$50,060; available school fund, by \$4,854; valuation of school property, by \$29,574.

NORTHERN CENTRAL STATES—OHIO.

Ohio reported in 1883-'84 over 1,082,000 youth of legal school age (6-21) and 762,755, or 70 per cent., enrolled in public schools, of whom about 499,000 were in average attendance, this last figure including about 46 per cent. of the school population. These figures show an increase for the year of more than 7,000 in the number enrolled in public schools and of over 10,000 in that of average daily attendance, while the number of pupils in private schools fell off from 31,470 to 10,957. Public schools were taught 184 days, at a cost of \$9,684,369, in 12,509 buildings, valued, with sites and other property, at \$22,586,046, an increase for the year in length of school term, number of school-houses, number of teachers permanently employed, and in the

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amount expended for all school purposes. Excellent work had been done in the high schools and in all the lower ones that were under competent supervision. The country schools had suffered from a lack of such supervision, a result of lack of harmony between local boards of directors and township boards of education.

INDIANA.

Indiana reports over 501,000 youth enrolled in public schools in 1883-'84 and over 325,000 in average daily attendance, with about 722,851 youth of legal school age (6-21), or 69 per cent. of the school population enrolled and 45 per cent. in average attendance; schools taught 126 days; more than \$4,500,000 expended on them, and public school property valued at more than \$13,500,000. The figures show an increase in nearly all the items which indicate effective school work. Although only 473 more youth were enrolled in public schools, 9,525 more were in average daily attendance, more schools were taught, more houses built, and the value of school property increased, although the average school term was 4 days shorter and the whole expenditure for schools a little less.

ILLINOIS.

This State, with over 1,069,000 youth of legal school age (6-21), reported in 1883-'84 an enrolment of 728,681 in public schools and 485,625 in average daily attendance, or about 68 per cent. of the school population enrolled and nearly 46 per cent. in average attendance. There were also 75,821 attending private or church schools, which, added to the number in public schools, would give 75 per cent. of the school population under instruction during some portion of the year. Nearly 12,000 public schools were taught, the average term for the State being 151 days, and \$9,628,186 were expended on them. The statistics, as for years past, continue to show an increase indicating advance in nearly all the items reported. The increase in average daily attendance (26,469) was considerably greater than that in youth of school age and was more than twice as great as the increase in enrolment. More schools were taught and more of high school grade, more school-houses were reported, the valuation of public school property increased by \$992,640, and over half a million of dollars more were expended on the schools than the year previous.

MICHIGAN.

Of about 577,000 youth within the legal school age (5-20) over 400,000, or 70 per cent., were enrolled in public schools, besides 27,130 in private schools. Public schools were taught for a term of 152 days, at a cost of over \$4,633,000, in school-houses valued, with other school property, at nearly \$11,000,000. The figures show an increase for the year of more than 13,000 in the number of pupils attending public schools and of about 4,500 in the attendance on private schools, of 4 days in the average public school term throughout the State, of about \$509,000 in the valuation of public school property, and of \$376,462 in the amount expended on public schools. There was also a slight advance in the pay of teachers, the average monthly salary of men being \$1.93 more and that of women \$1.10 more.

WISCONSIN.

With 528,750 youth of legal school age (4-20) in 1883-'84, nearly 317,000, or about 60 per cent., were enrolled in public schools, an increase for the year of over 7,000 in enrolment and 18,625 in school population. The reported attendance on private schools (15,616) decreased considerably during the year, but these statistics were incomplete, many large cities having failed to report on this point. About 83 per cent. of all the children between 7 and 15 years of age attended public schools, an increase for the year of 3,466 and for 2 years of 14,691; and the superintendent thinks that fuller statistics on this point would show that nearly all of that age attended during some portion of the year. An increase is reported in the number of school-houses built during the year; in the whole amount expended on public schools; in the number of towns which had adopted the township system; in that of districts supplied with libraries, dictionaries, maps and globes, and in the number of country districts which have adopted a graded course of study.

MINNESOTA.

This State, with 359,366 youth 5 to 21 years of age in 1883-'84, enrolled 223,209 in public schools, or 62 per cent., of whom 100,637, or 28 per cent., were in average daily attendance. The schools were taught an average of 112 days throughout the State, at a cost of \$2,819,711, in 4,671 school buildings, of which 391 were new, valued, with sites and other school property, at \$5,415,599. These figures show an increase for the year of about 13,700 in enrolment and 8,500 in average attendance, against one of 22,000 in youth of school age. There was also an increase in the number of teachers employed, in the number who had taught three years or more, and in that of normal school graduates, in the average pay of both men and women, as well as in the whole expenditures for all school purposes and the valuation of school property.

IOWA.

This State reported over 621,000 youth of school age (5-21) in 1883-'84, with about 469,500 enrolled in public schools and 300,000 in average daily attendance, or over 75 per cent. of the school population enrolled and 48 per cent. in average attendance; schools taught an average of 140 days in 13,624 buildings, valued, with other school property, at over \$10,430,000, and about \$5,856,000 expended during the year for public school purposes. These figures show an increase of 62,590 in the number enrolled and one of 46,312 in average attendance, with only 16,483 more youth of school age, an advance of 8 per cent. in the proportion of school population enrolled and of 6 per cent. in the proportion of school population in average attendance. There were 2,352 more schools taught, at an increased expense of \$297,809. The average term for the State was the same as for the previous year.

NEBRASKA.

With 209,436 youth of legal school age (5-21), this State reports 137,618, or nearly 66 per cent., enrolled in public schools and 81,430, or nearly 39 per cent., in average daily attendance, an increase during the year of 11,489 in enrolment and of 10,238 in average attendance, with 24,379 more youth of school age. More school districts were reported and more in which schools were sustained six months, the average term for the State; more school-houses were built; the valuation of school property increased, as did the number of teachers employed, their average pay, the whole amount expended for public schools, and that of the school funds, permanent and temporary. There has been an increased public interest in school work aroused by educational meetings and by the efforts of the newspaper press, a better preparation of teachers is reported, and progress was made in the direction of grading the course of study in country schools.

COLORADO.

This State reported, in 1883-'84, 56,242 youth of legal school age (6-21) and 37,872 enrolled in public schools, of whom 23,307 were in average daily attendance, or 67 per cent. of the school population enrolled and 41 per cent. in average attendance; graded schools taught 174 days; ungraded, 100; school-houses numbering 525 and valued, with other school property, at about \$125,000; and \$809,898 expended for all school purposes. An advance for the year is indicated by the figures in nearly all respects except as to percentages of the school population enrolled and in average attendance, these decreasing slightly. The actual number enrolled was, however, 1,428 greater and the average attendance 290 greater; 52 more school districts were reported; also 66 more school-houses, with 5,223 more sittings; and the expenditure for school purposes was \$57,737 more.

STATES ON THE PACIFIC SLOPE—NEVADA.

The decline of mining-interests in this State and the comparatively slow growth of other industries have evidently told on the population and the schools. Children of school age are either less numerous in the years under review than in the two preceding ones or are less fully reported. Enrolment in public schools fell off by 235

in 1882-'83 and by 45 further in 1883-'84. Enrolment in private schools also diminished in both years. But the per cent. of youth enrolled in the State schools was better in the latter than in the former year and so was the per cent. of those in average attendance. More districts reported, there were more public schools by 7, 5 of them graded, and more men were teaching and at better pay.

CALIFORNIA.

Advance is seen here, but not as uniform, nor at so many points, as in some past years, 1882-'83 presenting increase of 6,516 in school youth, of 6,587 in enrolment in the State schools, and of 5,417 in average attendance in such schools; school districts increasing, too, by 202; those with good accommodations, by 280, and those with sufficient grounds, by 251; while in 1883-'84 the increase of school youth rose to 12,826 and that of average attendance to 12,120, enrolment in State schools to 5,190, average belonging to 3,882, and districts with proper accommodations and grounds fell off considerably. The quality of the teaching, however, as indicated by the number of teachers holding life diplomas, educational diplomas, and evidences of graduation from normal schools, must have improved not a little in many of the higher grades of school from the addition of 84 such teachers in 1882-'83 and of 243 in 1883-'84, though holders of first grade county certificates were much less numerous. Increase in expenditure for schools, in the amount of this paid to teachers, and in valuation of State school property all increased fairly.

OREGON.

Growth, quiet, but steady, appears here on the whole, though in the former of the two years under review there were interruptions of it, the enrolment that year falling off 559 and the average attendance in State schools 750, notwithstanding the fact that there was an increase of 3,860 in school youth to draw from. In the latter year it was a growth, almost without a break, of 4,791 in school youth, of 5,973 in enrolment in State schools, and of 6,751 in all schools, while the number in no school increased by 3,963. In graded schools the attendance was 1,820 greater, 9 more graded schools being reported in 68 more reporting districts, with 215 more teachers than in 1882-'83. Valuation of school property was \$631,096 higher and the permanent State school fund \$167,478 greater, the only thing in the public school system showing any sign of decline being a small falling off in expenditure for free schools.

THE TERRITORIES—ALASKA.

The principal schools in Alaska are still those sustained by the Presbyterian Church and situated in the southeastern portion of the Territory. A letter from their superintendent, Rev. Sheldon Jackson, shows that schools continued to be taught in 1883-'84 at Haines, Boyd, Juneau, Fort Wrangell, Jackson, and Sitka, industrial departments being included in 3, and that the whole attendance reported (that at Juneau not given) was from 500 to 600.

A school at St. Paul's Island, in the southwestern portion of the Territory, one of three sustained by the Alaska Commercial Company, reported 47 pupils enrolled during 1882-'83.

The recent establishment of a government for Alaska, with an appropriation of \$15,000 for industrial schools and \$25,000 for other schools, will doubtless give a powerful impetus to education in this Territory.

ARIZONA.

While the schools, taken as a whole, were not up to the standard desired, a steady improvement is reported in their character as well as an increase in their number for 1882-'83 and 1883-'84. With over 9,000 youth of school age, about 4,500 or 48 per cent. were enrolled in public schools in 1883-'84 and over 3,000 or 35 per cent. were in average daily attendance, an increase for the year of about 8 per cent. of school popula-

tion enrolled and in average attendance. There was an increase, too, in the number of schools taught, in the average length of term throughout the Territory, in the number of school-houses, value of school property, amount expended on the schools, and in the pay of teachers, who were becoming better qualified for their work.

DAKOTA.

Under an intelligent and active superintendent schools and school work have greatly advanced in this large Territory, the increase in 1882-'83 being 17,661 in school youth, 8,537 in enrolment, 389 in reporting districts, 385 in public schools, 317 in school-houses, and \$217,841 in expenditure for schools. The next year shows a further advance of 21,023 in youth, of 16,043 in enrolment, of 11,960 in daily attendance from the first report of it in 1882-'83, of 602 in districts, of 592 in schools, of 785 in school-houses, and of \$774,554 in school expenditure. This is a splendid record, especially as it has been accompanied with a great improvement of the school law, securing a township system in at least 50 counties.

DISTRICT OF COLUMBIA.

The District public schools in 1882-'83 increased their enrolment by 1,272 over that last reported, for 1880-'81; the average attendance, by 1,561; the seating capacity for pupils, by 3,285; the teachers, by 45; the expenditure for school purposes, by \$142,370, a fair part of this latter going towards improvement in school accommodations; notwithstanding which the valuation of school property for the year is put lower than in 1880-'81. In 1883-'84 enrolment went 1,817 beyond that of the preceding year; but average attendance, only 27 beyond; seating capacity, only 48 beyond; teachers (believed to be now almost wholly graduates of normal schools), 20 beyond; expenditure for schools falling off \$109,994, while valuation of school property went \$90,000 higher.

IDAHO.

The statistics of this Territory for 1882-'83 and 1884-'84 are an improvement on those of the last report, but are still imperfect. As far as they go, they indicate for the former year an increase of 1,286 in school youth, of 15 in school districts, and of \$19,993 in expenditure for schools, these being the only things in which comparison with 1881-'82 is possible. For the latter year (1883-'84) the increase in school youth reported was 2,204; in enrolment, 1,863; in school districts, 40; in schools, 41; in school-houses, 27; in expenditure for schools, \$23,066, many districts in both years not reporting.

INDIAN TERRITORY.

The matter under this title covers not only the education given to school youth of the Five Nations, but all education of Indians in the United States. It shows continuous improvement: 3,356 more youth of school age in 1882-'83 than in 1881-'82; 5,422 more still in 1883-'84; enrolment in the former year increasing 831 and in the latter 4,368, the per cent. of school youth enrolled being 32.17 in 1882-'83, 37.14 in 1883-'84; per cent. of school age in average attendance, 17.87 in the former year, when there were interruptions to education in the Creek Nation; 22.04 in the latter year, when those interruptions had ceased. The effects of education were still further shown in a greatly larger number of Indians able to read, especially in the Five Nations, and in a total of 71,194 Indians in the United States now able to express themselves to some extent in English.

MONTANA.

A steady improvement is reported here in school affairs in nearly all respects. With 15,082 youth of legal school age 8,118 were enrolled in public schools and 4,465 were in average daily attendance, an increase of 874 in youth of school age and of

1,085 in the number enrolled, with 652 fewer in average attendance. This shows nearly 54 per cent. of the school age attending school and nearly 30 per cent. in average attendance, notwithstanding that the school age in this Territory extends from 4 to 21 and that very few attend school under 5 or over 15. The superintendent thinks that nearly all the children in the Territory between 5 and 15 were under instruction in public or private schools. An increase was reported in the average public school term throughout the Territory, in the number of teachers employed, and their average pay; also, in the number of school-houses and the valuation of school property.

NEW MEXICO.

This Territory has no superintendent of public schools; and no information as to the condition of educational interests therein has been received for several years past. As a public school system was established by act of the legislature, March 31, 1884, and school officers were named for putting it in operation, reports may soon be expected.

UTAH.

Public schools, in a great majority of the districts, were reported in good condition and constantly improving. The statistics show 48,889 youth of school age (6-18) in 1884, of whom 29,325, or nearly 60 per cent., were enrolled in public schools and 19,073, or 39 per cent., were in average attendance, the schools having been taught throughout the Territory an average of 135 days, at a cost of \$204,340; an increase for the year of nearly 3,000 in school population, of 638 in the number enrolled, and of 1,286 in average attendance. More school rooms were used, the average term was 5 days longer, and the average pay of teachers increased, as did the amount expended for schools and the valuation of school property.

WASHINGTON TERRITORY.

A prosperous condition of the schools is reported here for both years under review. In 1883-'84, with 31,599 youth of school age (6-21), there were 22,341, or over 70 per cent., enrolled in public schools and 14,223, or 45 per cent., in average daily attendance. Schools were taught an average term of 92 days in 652 houses, at a cost of \$287,590. The figures show an increase for the year of 5,643 enrolled and of 6,255 in average daily attendance; 156 more school-houses, 87 built during the year; 341 more teachers, and \$142,765 more expended for all school purposes. The superintendent says that within the past few years there has been a strong and steadily increasing demand for a better class of teachers, and that the school buildings are better and are largely supplied with improved furniture.

WYOMING.

From this large Territory no report whatever for either 1882-'83 or 1883-'84 has reached the Bureau of Education.

COMPARATIVE STATISTICS OF EDUCATION IN THE SOUTH.

Table showing comparative school population and enrolment of the white and colored races in the public schools of the recent slave States, with total expenditure for the same in 1883-'84.

States.	White.			Colored.			Total expenditure for both races. <i>a</i>
	School population.	Enrolment.	Percentage of the school population enrolled.	School population.	Enrolment.	Percentage of the school population enrolled.	
Alabama.....	233,555	131,513	56	186,209	84,065	45	\$522,727
Arkansas.....	241,927	115,648	48	74,429	37,568	50	561,745
Delaware.....	35,069	27,037	77	65,500	4,226	77	215,161
Florida.....	449,641	227,989	50	447,583	230,322	64	172,178
Georgia.....	2267,902	175,668	66	240,285	111,743	47	613,647
Kentucky.....	4477,215	238,440	50	494,578	220,223	42	1,248,524
Louisiana.....	139,665	48,900	35	151,384	30,118	20	466,930
Maryland.....	226,806	139,666	61	68,409	31,327	46	1,686,640
Mississippi.....	180,093	125,598	70	267,478	141,398	53	803,876
Missouri.....	740,927	501,321	68	44,795	26,131	58	4,288,135
North Carolina.....	314,293	145,650	46	189,988	132,648	70	535,205
South Carolina.....	494,450	84,028	89	167,829	101,591	61	423,473
Tennessee.....	420,997	272,850	65	150,832	77,293	51	955,470
Texas.....	231,069	148,639	64	89,065	56,160	70	1,661,476
Virginia.....	434,827	184,720	59	240,980	103,310	43	1,321,537
West Virginia.....	219,548	161,665	74	8,637	4,697	53	997,431
District of Columbia.....	29,592	17,716	60	13,945	9,583	69	579,312
Total for 1884.....	4,216,976	2,546,448	.....	2,032,926	1,002,313	.....	17,653,467
Total for 1882.....	4,046,956	2,249,263	.....	1,944,572	802,982	.....	14,820,972
Increase.....	170,020	297,185	.....	88,354	199,331	.....	2,232,495

a In Delaware, in addition to the school tax collected from colored citizens, the legislature appropriates annually \$5,000 from the State treasury for educating the colored children of the State; in Maryland, there is a biennial appropriation; in the District of Columbia, one-third of the school funds is set apart for colored public schools; in South Carolina, the school moneys are distributed in proportion to the average attendance, without regard to race; and, in the other States mentioned above, the school moneys are divided in proportion to the school population, without regard to race.

b Outside of Wilmington.

c Estimated.

d United States Census of 1880.

e In 1882.

f In 1881.

g According to return for 1880; since then the legal school age for colored children has been lengthened by 4 years.

h In 1880.

i For 1881; in 1882 the per capita of the white child of legal school age and that of the colored child of legal school age were made the same, thus giving to the colored children equal advantages with the white children in the common school fund of the State.

j As far as reported; there were also enrolled 40,696 children whose race distinctions were not reported.

k Actual expenditure not reported; the figure given is the sum of the State apportionment for the year and the amount paid teachers by cities and from private funds.

Statistics of institutions for the instruction of the colored race for 1883-'84.

Name.	Location.	Religious denomination.	Instructors.	Students.
NORMAL SCHOOLS.				
Rust Normal Institute.....	Huntsville, Ala.....	Meth.....	3	150
State Normal School for Colored Teachers.....	Huntsville, Ala.....	Non-sect..	4	195
Lincoln Normal University.....	Marion, Ala.....	Non-sect..	8	303
Emerson Institute*.....	Mobile, Ala.....	Cong.....	9	252
Alabama Baptist Normal and Theological School..	Selma, Ala.....	Bapt.....		
Normal department of Talladega College.....	Talladega, Ala.....	Cong.....	10	57
Tuskegee Normal School.....	Tuskegee, Ala.....	Non-sect..	8	175
Southland College and Normal Institute.....	Helena, Ark.....		4	311
Branch Normal College of Arkansas Industrial University.	Pine Bluff, Ark.....	Non-sect..	3	200
Normal department of Atlanta University*.....	Atlanta, Ga.....	Cong.....		265
Normal department of Clark University.....	Atlanta, Ga.....	M. E.....	6	25
Haven Normal School.....	Waynesboro', Ga.....	Meth.....		
Normal department of State University.....	Louisville, Ky.....		a 9	93
Normal department of New Orleans University....	New Orleans, La.....	M. E.....		25
Normal department of Straight University.....	New Orleans, La.....	Cong.....	3	50
Peabody Normal School for Colored Students.....	New Orleans, La.....	Non-sect..	1	15
Baltimore Normal School for Colored Teachers....	Baltimore, Md.....	Non-sect..	5	200
Centenary Biblical Institute.....	Baltimore, Md.....	M. E.....		7
Normal department of Rust University.....	Holly Springs, Miss..	M. E.....	a 8	106
Jackson College.....	Jackson, Miss.....	Bapt.....	5	130
Tougaloo University.....	Tougaloo, Miss.....	Cong.....	16	240
Lincoln Institute.....	Jefferson, Mo.....	Non-sect..	7	217
State Normal School for Colored Students.....	Fayetteville, N. C.....	Non-sect..	3	498
State Colored Normal School.....	Franklinton, N. C.....	Non-sect..	6	300
Whitin Normal School.....	Lumberton, N. C.....		2	76
New Berne State Normal School.....	New Berne, N. C.....	Non-sect..	6	140
Plymouth State Colored Normal School.....	Plymouth, N. C.....	Non-sect..	3	112
St. Augustine's Normal School and Collegiate Institute.	Raleigh, N. C.....	P. E.....	7	145
Shaw University.....	Raleigh, N. C.....	Bapt.....	8	330
State Colored Normal School.....	Salisbury, N. C.....	Non-sect..	2	125
American Missionary Association Normal School..	Wilmington, N. C.....	Cong.....	8	312
Wilberforce University, normal department*.....	Wilberforce, Ohio.....	M. E.....	1	7
Institute for Colored Youth*.....	Philadelphia, Pa.....	Friends..	7	257
Normal and Industrial School.....	Aiken, S. C.....		8	398
Avery Normal Institute.....	Charleston, S. C.....	Cong.....	11	355
Normal department of Brainerd Institute.....	Chester, S. C.....	Presb.....	5	338
Normal department of Allen University*.....	Columbia, S. C.....	Af. M. E..	3	200
Normal School of Claflin University.....	Orangeburg, S. C.....	M. E.....	5	92
Fairfield Normal Institute.....	Winnsboro', S. C.....	Presb.....	4	450
The Warner Institute*.....	Jonesboro', Tenn.....	Friends..	6	109
Knoxville College.....	Knoxville, Tenn.....	Presb.....	9	117
Freedmen's Normal Institute.....	Maryville, Tenn.....	Friends..	17	150
Le Moyne Normal Institute.....	Memphis, Tenn.....	Cong.....	10	350
Morristown Seminary*.....	Morristown, Tenn.....	M. E.....	3	175
Central Tennessee College, normal department....	Nashville, Tenn.....	M. E.....	4	235
Normal department, Roger Williams University..	Nashville, Tenn.....	Bapt.....	11	230
Normal department of Fisk University.....	Nashville, Tenn.....	Cong.....	5	442

* From Report of the Commissioner of Education for 1882-'83.

a For all departments.

Statistics of institutions for the instruction of the colored race for 1883-'84—Continued.

Name.	Location.	Religious denomination.	Instructors.	Students.
NORMAL SCHOOLS—Continued.				
Tillotson Collegiate and Normal Institute	Austin, Tex	Cong	8	177
Hampton Normal and Agricultural Institute	Hampton, Va	Cong	a58	a582
St. Stephen's Normal School	Petersburg, Va	P. E	7	275
Virginia Normal and Collegiate Institute	Petersburg, Va	Non-sect..	6	119
Richmond Normal School	Richmond, Va	Non-sect..	6	106
Storer College	Harper's Ferry, W. Va..	Non-sect..	6	231
Miner Normal School	Washington, D. C	Non-sect..	1	14
Normal department of Howard University	Washington, D. C	Non-sect..	5	153
Normal department of Wayland Seminary	Washington, D. C	Bapt	6	155
Total			366	10,771
INSTITUTIONS FOR SECONDARY INSTRUCTION.				
Trinity Normal School	Athens, Ala.	Cong	4	150
Dadeville Seminary	Dadeville, Ala			
Lowery's Industrial Academy	Huntsville, Ala	Christian .	5	135
Talladega College	Talladega, Ala	Cong	16	a356
Forest City School	Forest City, Ark			
Cookman Institute	Jacksonville, Fla	M. E	7	300
Florida Institute	Live Oak, Fla	Bapt	4	124
Atlanta Baptist Female Seminary	Atlanta, Ga	Bapt	10	402
Atlanta Baptist Seminary	Atlanta, Ga	Bapt	4	145
Storrs School	Atlanta, Ga	Cong	b7	b325
The African Methodist Episcopal High School ...	Cartersville, Ga	M. E	3	104
Howard Normal Institute	Cuthbert, Ga	Non-sect..	b2	b132
La Grange Seminary	La Grange, Ga	M. E	3	143
Lewis Normal Institute	Macon, Ga	Cong	7	278
Beach Institute	Savannah, Ga	Cong	b6	b296
Freedmen's Academy of Kansas	Dunlap, Kans	Ass. Presb	6	170
State University	Louisville, Ky	Bapt	9	205
La Têche Seminary	La Têche, La	M. E	5	217
St. James Academy and Industrial Seminary	New Orleans, La	Af. M. E ..	3	82
St. Joseph's Day and Boarding Academy for Young Ladies of Color.	Opelousas, La			
St. Francis Academy	Baltimore, Md	R. C		
Southern Christian Institute	Edwards, Miss	Christian .	5	232
Meridian Academy	Meridian, Miss	M. E		
Scotia Seminary	Concord, N. C	Presb	13	244
Bennett Seminary	Greensboro', N. C	M. E	6	166
Washington School	Raleigh, N. C		5	379
Albany Enterprise Academy	Albany, Ohio	Non-sect..	3	58
Polytechnic and Industrial Institute	Bluffton, S. C	Non-sect..	10	357
Wallingford Academy	Charleston, S. C	Presb	7	651
Brainerd Institute	Chester, S. C	Presb	7	81
Benedict Institute	Columbia, S. C	Bapt	6	137
Penn School	Frogmore, S. C	Non-sect..	9	212
Brewer Normal School	Greenwood, S. C			
The Austin School	Knoxville, Tenn		4	424
West Tennessee Seminary	Mason, Tenn	M. E		
New Hope Academy	Alto, Tex	M. E	5	65
West Texas Conference Seminary	Austin, Tex			
Jones Male and Female Institute	Goliad, Tex	Non-sect..	b4	b130

a For all departments.

b In 1882.

Statistics of institutions for the instruction of the colored race for 1883-'84 — Continued.

Name.	Location.	Religious denomination.	Instructors.	Students.
INSTITUTIONS FOR SECONDARY INSTRUCTION—Cont'd.				
Bishop Baptist College	Marshall, Tex	Bapt.....	7	202
Wiley University.....	Marshall, Tex	M. E.....	6	209
Paris School	Paris, Tex	M. E.....		
School of the Bluestone Mission	Abbyville, Va	U. Presb..	4	260
Thyne Institute.....	Chase City, Va.....	U. Presb..	4	237
Norfolk Mission School.....	Norfolk, Va	U. Presb..	6	777
Hartshorn Memorial College.....	Richmond, Va		3	58
Richmond Institute.....	Richmond, Va	Bapt.....	6	114
Indian University	Tahlequah, Ind. Ter.....	Bapt.....	5	138
Total			226	8,095
UNIVERSITIES AND COLLEGES.				
Philander Smith College.....	Little Rock, Ark.....	M. E.....	7	213
Atlanta University*.....	Atlanta, Ga.....	Non-sect..	a 16	36
Clark University*.....	Atlanta, Ga.....	M. E.....	8	14
Berea College ^b	Berea, Ky	Non-sect..	15	348
Leland University.....	New Orleans, La	Bapt.....	a 7	52
New Orleans University.....	New Orleans, La.....	M. E.....	7	217
Southern University.....	New Orleans, La.....	Non-sect..	13	419
Straight University.....	New Orleans, La.....	Cong	4	47
Rust University	Holly Springs, Miss	M. E.....	9	263
Alcorn Agricultural and Mechanical College	Rodney, Miss	Non-sect..	4	141
Biddle University.....	Charlotte, N. C	Presb	9	181
Shaw University.....	Raleigh, N. C	Bapt.....	16	106
Wilberforce University*	Wilberforce, Ohio	A. f. M. E..	7	171
Lincoln University*	Lincoln University, Pa	Non-sect..		182
Allen University	Columbia, S. C.....	A. f. M. E..	15	58
Claflin University and College of Agriculture.....	Orangeburg, S. C	M. E.....	11	306
Central Tennessee College.....	Nashville, Tenn	M. E.....	12	47
Fisk University	Nashville, Tenn	Cong		81
Roger Williams University.....	Nashville, Tenn	Bapt.....	11	228
Hampton Normal and Agricultural Institute	Hampton, Va.....	Cong	(c)	(c)
Howard University ^b	Washington, D. C	Non-sect..	7	67
Total			178	3,177
SCHOOLS OF THEOLOGY.				
Alabama Baptist Normal and Theological School*.	Selma, Ala.....	Bapt.....	1	45
Theological department of Talladega College.....	Talladega, Ala.....	Cong	1	10
Institute for the Education of Colored Ministers...	Tuscaloosa, Ala.....	O. S. P. So.	3	30
Atlanta Baptist Seminary.....	Atlanta, Ga.....	Bapt.....		33
Gannon Theological School (Clark University)....	Atlanta, Ga.....	M. E.....	5	17
Paine Institute	Augusta, Ga.....	M. E. So..	a 3	a 100
Theological department of State University.....	Louisville, Ky.....	Bapt.....	1	20
Theological department of Leland University*....	New Orleans, La.....	Bapt.....	2	21
Gilbert Haven School of Theology (New Orleans University).	New Orleans, La.....	M. E.....		

* From Report of the Commissioner of Education for 1882-'83.

a For all departments.

b This institution is open to both races, and the figures given are known to include some whites.

c Reported with normal schools.

Statistics of institutions for the instruction of the colored race for 1883-'84—Continued.

Name.	Location.	Religious denomination.	Instructors.*	Students.
SCHOOLS OF THEOLOGY—Continued.				
Theological department of Straight University.....	New Orleans, La.....	Cong.....	1	20
Centenary Biblical Institute.....	Baltimore, Md.....	M. E.....	6	105
Jackson College.....	Jackson, Miss.....	Bapt.....	5	.....
Theological department of Biddle University.....	Charlotte, N. C.....	Presb.....	2	7
Theological department of Shaw University*.....	Raleigh, N. C.....	Bapt.....	4	50
Theological Seminary of Wilberforce University..	Wilberforce, Ohio.....	Af. M. E.....	.....	.....
Theological department of Lincoln University.....	Lincoln University, Pa..	Presb.....	5	20
Benedict Institute.....	Columbia, S. C.....	Bapt.....	2	41
Theological department of Allen University*.....	Columbia, S. C.....	Af. M. E.....	2	.....
Baker Theological Institute (Clafin University) ..	Orangeburg, S. C.....	M. E.....	.....	20
Theological department of Roger Williams University.	Nashville, Tenn.....	Bapt.....	11	65
Theological course in Fisk University.....	Nashville, Tenn.....	Cong.....	1	10
Theological department of Central Tennessee College.	Nashville, Tenn.....	M. E.....	4	29
Theological department of Bishop Baptist College.	Marshall, Tex.....	Bapt.....	1	17
Richmond Institute.....	Richmond, Va.....	Bapt.....	10	66
Theological department of Howard University.....	Washington, D. C.....	Non-sect..	6	39
Wayland Seminary.....	Washington, D. C.....	Bapt.....	3	35
Total.....	.....	.....	79	800
SCHOOLS OF LAW.				
Law department of Straight University.....	New Orleans, La.....	.....	5	55
Law department of Allen University.....	Columbia, S. C.....	.....	2	5
Law department of Central Tennessee College ..	Nashville, Tenn.....	.....	3	2
Law department of Howard University.....	Washington, D. C.....	.....	5	37
Total.....	.....	.....	15	99
SCHOOLS OF MEDICINE.				
Leonard Medical School (Shaw University).....	Raleigh, N. C.....	.....	5	21
Meharry Medical Department of Central Tennessee College.	Nashville, Tenn.....	.....	9	31
Medical department of Howard University.....	Washington, D. C.....	.....	11	89
Total.....	.....	.....	25	141
SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.				
Georgia Institution for the Deaf and Dumb and the Blind.	Cave Spring, Ga.....	.....	.....	.....
Georgia Academy for the Blind (colored department)	Macon, Ga.....	.....	.....	.....
Maryland School for the Colored Blind and Deaf-Mutes.	Baltimore, Md.....	.....	7	36
Mississippi Institution for the Education of the Deaf and Dumb (colored department).	Jackson, Miss.....	.....	a5	16
North Carolina Institution for the Deaf and Dumb and the Blind (colored department).*	Raleigh, N. C.....	.....	a15	60
South Carolina Institution for the Deaf and Dumb and the Blind (colored department).	Cedar Spring, S. C.....	.....	.....	3
Tennessee School for the Blind (colored department)	Nashville, Tenn.....	.....	2	8
Total.....	.....	.....	29	123

*From Report of the Commissioner of Education for 1882-'83.

a For all departments.

LVIII REPORT OF THE COMMISSIONER OF EDUCATION.

Summary of statistics of institutions for the instruction of the colored race for 1883-'84.

States and Territories.	Public schools.		Normal schools.			Institutions for secondary instruction.		
	School population.	Enrolment.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama.....	186,209	84,065	7	42	1,132	4	25	641
Arkansas.....	74,429	37,568	2	7	511	1	.....	.....
Delaware.....	5,500	4,226	.....	.....	.....	.....	.....	.....
Florida.....	47,583	30,322	.....	.....	.....	2	11	424
Georgia.....	240,285	111,743	3	6	290	8	42	1,825
Kansas.....	.....	.....	.....	.....	.....	1	6	170
Kentucky.....	94,578	20,223	1	9	93	1	9	205
Louisiana.....	151,384	30,118	3	4	90	3	8	299
Maryland.....	68,409	31,327	2	5	207	1	.....	.....
Mississippi.....	267,478	141,398	3	29	476	2	5	232
Missouri.....	44,795	26,131	1	7	217	.....	.....	.....
North Carolina.....	189,988	132,648	9	45	2,038	3	24	789
Ohio.....	.....	.....	1	1	7	1	3	58
Pennsylvania.....	.....	.....	1	7	257	.....	.....	.....
South Carolina.....	167,829	101,591	6	36	1,833	6	39	1,438
Tennessee.....	150,832	77,293	8	65	1,808	2	4	424
Texas.....	80,065	56,160	1	8	177	6	22	606
Virginia.....	240,980	103,310	4	77	1,082	5	23	1,446
West Virginia.....	8,637	4,607	1	6	231	.....	.....	.....
District of Columbia.....	13,945	9,583	3	12	322	.....	.....	.....
Indian Territory.....	.....	.....	.....	.....	.....	1	5	138
Total.....	2,032,926	1,002,313	56	366	10,771	47	226	8,695

States and Territories.	Universities and colleges.			Schools of theology.			Schools of law.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama.....	.....	.....	.....	3	5	85	.....	.....	.....
Arkansas.....	1	7	213	.....	.....	.....	.....	.....	.....
Georgia.....	2	24	50	3	8	150	.....	.....	.....
Kentucky.....	1	15	348	1	1	20	.....	.....	.....
Louisiana.....	4	31	735	3	3	41	1	5	55
Maryland.....	.....	.....	.....	1	6	105	.....	.....	.....
Mississippi.....	2	13	404	1	5	.....	.....	.....	.....
North Carolina.....	2	25	237	2	6	57	.....	.....	.....
Ohio.....	1	7	171	1	.....	.....	.....	.....	.....
Pennsylvania.....	1	.....	182	1	5	20	.....	.....	.....
South Carolina.....	2	26	364	3	4	61	1	2	5
Tennessee.....	3	23	356	3	16	104	1	3	2
Texas.....	.....	.....	.....	1	1	17	.....	.....	.....
Virginia.....	1	.....	.....	1	10	66	.....	.....	.....
District of Columbia.....	1	7	67	2	9	74	1	5	37
Total.....	21	178	3,177	26	79	800	4	15	99

Summary of statistics of institutions for the instruction of the colored race, &c. — Cont'd.

States and Territories.	Schools of medicine.			Schools for the deaf and dumb and blind.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Georgia.....				2		
Maryland.....				1	7	36
Mississippi.....				1	5	16
North Carolina.....	1	5	21	1	15	60
South Carolina.....				1		3
Tennessee.....	1	9	31	1	2	8
District of Columbia.....	1	11	89			
Total.....	3	25	141	7	29	123

Table showing the number of schools for the colored race and enrolment in them by institutions, without reference to States.

Class of institutions.	Schools.	Enrolment.
Public schools.....	17,603	1,002,313
Normal schools.....	56	10,771
Institutions for secondary instruction.....	47	8,695
Universities and colleges.....	21	3,177
Schools of theology.....	26	800
Schools of law.....	4	99
Schools of medicine.....	3	141
Schools for the deaf and dumb and the blind.....	7	123
Total.....	17,767	1,026,119

a There should be added the 655 schools in free States, having an enrolment of 54,322, making total number of colored public schools 18,258 and total enrolment in them 1,056,635. This makes the total number of schools, as far as reported, 18,422, and total number of colored race under instruction in them 1,080,441. In free States in which no separate report of colored schools is made, the figures of the United States Census of 1880 have been used.

The education of the colored youth of the South continues to be a matter of grave interest. Of the many questions to which its consideration gives rise three may be regarded as of chief importance: Are the funds devoted to this purpose sufficient as compared with the amounts allowed elsewhere? Is the instruction adequate? Are the results more and more encouraging, whether we regard the number brought under instruction or the effects of the instruction? With reference to the first inquiry information is furnished in the foregoing table of comparative statistics of education in the South and in Table I, Part 2, Summary B, of per capita expenditure. It will be well to look a little more closely at the effort put forth by the States under consideration as compared with other States, remembering that, with the exception of Delaware, Maryland, and the District of Columbia, both races share alike in the distribution of the school moneys. What a State really pays for education in any year is shown by the amount of the fund distributed and the average attendance of the pupils, where this is fully and correctly given. That serious errors and omissions are made by local authorities with reference to this estimate, especially where no efficient

supervision exists, is well known. However, upon such showing as we have, I call attention to a few comparative statements:

Florida, with a population¹ of 269,493, school age being 6 to 21, reports an expenditure of \$4.80 per capita on average attendance; Rhode Island, population being 276,531, school age 5 to 16, reports \$16.89 on average attendance.

Georgia, with a population of 1,542,180, school age being 6 to 18, reports \$3.25 per capita on average attendance; Iowa, population being 1,624,615, school age 5 to 21, reports \$19.50 per capita on average school attendance.

Tennessee, North Carolina, and Virginia, combined population being 4,454,674, the longest school age 6 to 21, report an average of \$5.22 per capita on average attendance; Pennsylvania, with a population of 4,232,891, school age 6 to 21, reports \$12.52 per capita on average attendance.

West Virginia, with a population of 618,457, school age being 6 to 21, reports \$7.56 per capita on average attendance; Connecticut, with a population of 622,700, school age being 4 to 16, reports \$19.64 per capita on average attendance.

Louisiana, Maryland, and South Carolina, combined population being 2,870,466, the longest school age being from 5 to 20, give \$10.21 as the per capita on average attendance; Illinois, population being 3,077,871, school age 6 to 21, reports \$19.99 per capita on average attendance.

Mississippi, with a population of 1,131,597, school age being 5 to 21, reports \$3.65 per capita on average attendance; New Jersey, population being 1,131,116, school age 5 to 18, reports \$15.14 per capita on average attendance.

It is unnecessary to pursue these comparisons further, as in every case the advantage is so clearly on the side of the Northern States.

In England and Wales, for 1883, the cost of maintenance per child in average attendance upon public schools was 2*l.* 1*s.* 3½*d.*, or \$10.40; in Scotland, 2*l.* 2*s.* 1¼*d.*, or \$10.25; cost for providing new accommodation not being included. In Malta and Gozo, colonies of Great Britain, for the same year, the corresponding expense was 1*l.* 5*s.* 2¼*d.*, or \$6.13; in Victoria, 4*l.* 0*s.* 3½*d.*, or \$19.53; in South Australia, 2*l.* 16*s.* 7¼*d.*, or \$13.77; in New Zealand, 4*l.* 3*s.* 7¼*d.*, or \$20.34.

But (to return to our own country) I have not brought into this consideration the ability of the States to provide for the education of the youth of school age, as shown by their property valuation. This would hardly make the case stronger than the general statements which come to us from different quarters.

Almost without exception, the State and school officers of the Southern States are agreed that their States can do no more at present. They admit their increasing prosperity; they point, as they may well do, to the rapid increase in their school funds, amounting, as our tables show, to something over \$2,000,000 since 1882; but over against these facts they call to mind the continued depression of all valuations in their midst, the long prostration of business, their want of school accommodations and of trained teachers, and, above all, the burden of illiteracy which rests upon them, and they declare that this illiteracy cannot be overcome by means of the State and local funds as rapidly as the interests of the particular States involved and of the entire nation demand. We have even more impartial testimony upon this point.

Hon. J. L. M. Curry says in his latest report to the trustees of the Peabody fund:

The States which comprise the field of the operations of the fund gradually increase in their material resources. With advancing prosperity come corresponding ability and inclination to foster general education. With increased taxable property school revenues increase.

But, while this admission was fully confirmed by the knowledge of the trustees themselves, the facts as known both to them and to their agent were still such as to lead them to renew their appeal to Congress for Federal aid.

Whether the instruction given in the colored schools meets the requirements de-

¹Population in each case is taken from census of 1880. The population is employed as indicating that the States compared have as nearly as possible equal school populations.

pendes largely upon the money appropriated, inasmuch as the amount determines the length of the school year and in a measure the quality of the teachers. The average length of the school year in the most favored States of the Union is from 7 to 9 months of 20 days each. All reports and personal observation show that this is a limit seldom reached in the States under consideration, the funds oftentimes allowing no more than 2 or 3 months to the school year. As to teachers, those employed in the southern cities compare favorably with those in the cities of other sections. In the rural districts there is much to depress the service, more, apparently, than in the rest of the country. These drawbacks are not, however, more unfavorable to the progress of the colored than of the white schools, excepting so far as white teachers have the advantage in inherited aptitudes and domestic and social surroundings. Even here it must not be forgotten that many of the colored schools have had the service of northern teachers, who gave themselves to the work in the true missionary spirit; as a rule they were trained teachers, so that their instruction not only has taken hold of the moral nature of their pupils, but at the same time has been characterized by excellent methods.

The table indicates what the various religious denominations are still doing in this direction. It must, however, be borne in mind that nearly all of the teachers trained in the various institutions there presented have been and will be drawn to the cities and to schools above the lower grades; hence the rural schools must look to other sources for qualified teachers. At the present time their wants, in this respect, are only too apparent; but the future prospect is cheering, provided the necessary funds for supporting the work begun are forthcoming. The recent policy of the trustees of the Peabody fund has done much to create throughout the South a full appreciation of the importance of this matter. The fund is now applied chiefly in two directions, namely, to teachers' institutes and to normal schools. The former are State institutes, conducted in a superior manner and intended to furnish a model for local institutes; and it is only as they are supplemented by the latter that the large body of rural teachers can be reached. The number of these institutes is increasing and there seems to be a growing disposition to provide for them out of local or State funds. A high standard of training cannot, however, be maintained without the influence of normal schools; so that we look to the condition of these rather than to that of subordinate agencies when endeavoring to determine what are the prospects of improvement in the teaching force of any section. Normal schools, including the Normal College at Nashville, Tenn., and the Hampton Normal and Agricultural Institute, received from the Peabody fund for the year ending October 1, 1884, \$19,068. Of the Hampton Normal and Agricultural Institute, no truer words could be spoken than those employed by Hon. J. L. M. Curry in his report for 1884:

Hampton Normal and Agricultural Institute, under the administration of its accomplished president, is almost an anomaly in educational work. Its success has been extraordinary. The sixteenth annual report shows an enrolment of 654 students of the average age of 18 years, representing 10 States and 4 Territories. "The record of Hampton's graduates is the test of Hampton's success." They largely engage in teaching, and do such satisfactory work that the applications for teachers exceed the supply. An important change in the course of study is to be tried. Hereafter each class will be sent out for one year of teaching or other practical work. It is thought that, after a year of real life work, the student will come back with valuable experience and a new purpose. Hampton has three industrial departments—the household, the agricultural, the mechanical—and the result is "proving that industrial training tends, on the whole and in the long run, not against, but to favor, mental progress."

The view here expressed is abundantly confirmed by my personal knowledge of the operations of this institution. The industrial element so successfully developed at Hampton has been introduced in a number of the normal schools for colored teachers.

The various complications that have affected the Nashville Normal College for the past few years seem to be happily adjusted. It is now supported by the liberal appropriation from the State treasury of \$10,000 per annum and by a contribution of \$9,000 per annum from the Peabody fund. The year has witnessed substantial additions to

its resources, the chief being the Ewing Gymnasium and the improvements in Linsley Hall, "by means of which," to quote Eben S. Stearns, chancellor of the University of Nashville and president of the Normal College, "the college will be put in possession of one of the largest and best appointed working chemical laboratories in the South."

At this point I should like to introduce specific statements from the current reports of State superintendents showing the efforts that are being made in the Southern States to establish normal schools and to equip them for their work, statements which are confirmed by my personal knowledge of the facts; but space forbids that I should longer dwell upon this subject.

The increase of enrolment and of average attendance in the public schools for colored children must be regarded as one of the surest evidences of progress. So far as this can be exactly shown, it is brought out in the tables of my successive reports and in the abstracts of the appendix. Since 1882 it will be seen that the total increase of enrolment in the colored schools of the Southern States and the District of Columbia is 199,331. As a rule, average attendance increases with the increase of enrolment. Under this head Hon. G. J. Orr, State school commissioner of Georgia, having presented a carefully prepared table showing the enrolment and average attendance in the common schools of his State since 1871, says:

This table shows continuous progress, without any backward movement; a thing which, as far as I am informed, has not occurred in any other Southern State.

South Carolina has been working against peculiar difficulties; nevertheless, progress has there been maintained. In Mississippi and Florida the outlook is more hopeful than formerly. In Louisiana the school system has much to contend with, and more especially in the city of New Orleans, but prominent citizens have been roused to thoughtful concern in the matter and have organized a society to promote public education in the city and State. In Kentucky, Superintendent Pickett, after the most persistent effort, has succeeded in securing the passage in the legislature of a school bill, by a majority of 21 votes, which "increases the school fund more than \$200,000; gives counties power to levy a local tax for the whole county; abolishes the district idea and makes the county the unit; provides for county superintendents instead of commissioners; makes trustees finable for failure to provide suitable school-houses; makes the school month 20 days; forbids a change in text books more than once in 5 years; and provides for model teachers' institutes." In the remaining States there is a continuation of the progress reported for several successive years.

While the condition of school attendance and support is so gratifying, evidences are not wanting that work carried on in the past has effected a great improvement in the morals, industrial habits, and general intelligence of the colored people. This is more and more apparent to me as official duty calls me year after year to renew my personal observation of different sections of the South, and my opinion is confirmed by the statements of so many eminent men, thoroughly familiar with the field, that I am sure it cannot be refuted.

PEABODY FUND.

Table showing the amount and disposition of the sums disbursed from the Peabody fund from 1863 to 1884, inclusive.

	1868.	1869.	1870.	1871.	1872.	1873.	1874.	1875.	1876.
Virginia.....	\$4,750	\$12,700	\$10,300	\$15,950	\$29,700	\$36,700	\$31,750	\$23,350	\$17,800
North Carolina.....	2,700	6,350	7,650	8,750	8,250	9,750	14,300	16,900	8,050
South Carolina.....	3,550	7,800	3,050	2,500	500	1,500	200	100	4,150
Georgia.....	8,562	9,000	6,000	3,800	6,000	13,750	6,500	9,750	3,700
Florida.....	.....	1,850	6,950	6,550	6,200	7,700	9,900	1,800	1,000
Alabama.....	1,000	5,700	5,950	5,800	9,900	6,000	9,700	2,200	5,500
Mississippi.....	1,338	9,000	5,600	3,250	4,550	6,800	6,700	5,400	9,950
Louisiana.....	8,700	10,500	5,000	12,400	11,500	.....	2,750	1,000	2,000
Texas.....	.....	.....	1,000	.....	.....	.....	1,000	1,350	4,450
Arkansas.....	.....	4,300	11,050	9,200	12,250	11,400	3,600	1,500	1,000
Tennessee.....	4,800	11,900	15,050	22,650	23,250	27,800	33,100	27,150	10,100
West Virginia.....	.....	10,900	13,000	9,150	17,900	15,750	15,100	10,500	8,600
Total.....	35,400	90,000	90,600	100,000	130,000	137,150	134,600	101,000	76,300

	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.	Total.
Virginia.....	\$18,250	\$15,350	\$9,850	\$6,800	\$5,150	\$3,234	\$4,125	\$6,200	\$251,959
North Carolina.....	4,900	4,500	6,700	3,050	4,125	6,485	8,350	6,075	126,885
South Carolina.....	4,300	3,600	4,250	2,700	4,050	5,375	4,225	4,400	56,250
Georgia.....	4,000	6,000	6,500	5,800	5,300	8,590	5,900	4,900	114,052
Florida.....	6,500	3,900	3,000	2,600	2,000	3,725	2,925	2,100	68,700
Alabama.....	3,700	1,100	3,600	1,200	1,800	5,075	5,775	5,000	79,000
Mississippi.....	5,990	600	4,000	4,200	3,950	4,275	4,400	3,650	83,653
Louisiana.....	2,000	8,000	7,650	4,200	1,700	5,900	2,125	2,645	88,070
Texas.....	10,800	8,550	7,700	27,500	10,800	17,500	13,600	5,750	110,000
Arkansas.....	6,300	6,000	5,600	7,200	4,000	5,075	4,050	2,950	95,475
Tennessee.....	15,850	14,600	12,000	10,900	5,500	12,800	12,600	13,475	273,525
West Virginia.....	6,810	5,050	4,000	2,000	2,600	2,300	3,100	2,850	129,010
Total.....	89,400	77,250	74,850	78,150	50,375	80,334	71,175	59,995	1,476,579

The disbursements from the Peabody fund from 1863 to 1884, inclusive, amount to \$1,476,579. In 1882 they showed increase over several preceding years, since which they have again declined a little. Four States, Virginia, South Carolina, Tennessee, and Louisiana, received larger appropriations than in 1883, while Texas shows a smaller appropriation than for several years. Properly managed, the magnificent school fund of the last named State will eventually render it quite independent of any outside aid and, so far as school money goes, will place it among the leading States of the Union.

The stimulating influence of the Peabody fund has extended far beyond the limits of the pecuniary aid afforded. The present agent, Hon. J. L. M. Curry, has continued the policy of his predecessors in giving his personal inspection and counsel to every part of the States aided. He has, moreover, accomplished great and lasting results by his eloquent and pointed addresses before the legislatures of most of the States participating in the fund. His adaptation to efforts of this kind is so marked that

LXIV REPORT OF THE COMMISSIONER OF EDUCATION.

the citizens of Kentucky urged him to come into their midst and assist in creating a popular sentiment in favor of ample provision for the support of public schools. By invitation of the general assembly of that State he addressed that body on the subject, and thereby materially contributed to the passage of the school bill previously mentioned in these pages.

JOHN F. SLATER FUND.

Table showing the amount and disposition of the sums disbursed from the John F. Slater fund for 1883 and 1884.

	1883.	1884.	Total.
Alabama.....	\$2, 100	\$2, 450	\$4, 550
Georgia.....	6, 200	500	6, 700
Kentucky.....		1, 000	1, 000
Louisiana.....		592	592
Mississippi.....	1, 000	2, 600	3, 600
North Carolina.....	2, 000	740	2, 740
South Carolina.....	2, 000	750	2, 750
Tennessee.....	950	4, 325	5, 275
Texas.....		600	600
Virginia.....	2, 000	2, 000	4, 000
District of Columbia.....		1, 000	1, 000
Special.....		550	550
Total.....	16, 250	17, 107	33, 357

The John F. Slater fund, as stated in my last report, consists of \$1,000,000, conveyed in 1882 by Mr. Slater to several gentlemen in trust for the education of the freedmen of the South. The general agent, Dr. A. G. Haywood, spent nearly a year in personal examination of the conditions bearing upon this particular branch of educational work in the South and presented to the trustees a detailed report based upon the same. After this report had been fully considered the following resolution was adopted as to the plan of operations:

Resolved, That for the present this board confine its aid to such schools as are best fitted to prepare young colored men and women to become useful to their race; and that institutions which give instruction in trades and other manual occupations that will enable colored youths to make a living and to become useful citizens be carefully sought out and preferred in appropriations from this fund; and that, so far as practicable, the scholars receiving aid from this foundation shall be trained to some manual occupation simultaneously with their mental and moral instruction; and that, to initiate the policy set forth in this resolution, the sum of \$20,000 be appropriated and spent under the direction of the general agent during the year 1883.

The distribution of the fund, as reported in the table, has been made in accordance with this plan, which greatly extends the industrial training of the colored youth of the South. Out of twenty-three institutions aided, nineteen applied the whole or a portion of the amount received by them to establishing or improving industrial departments.

Additional resolutions adopted by the trustees at their meeting of October 16, 1883, allowed the general agent to devote a sum not to exceed \$1,000 in aiding suitable young men to prepare themselves for the practice of medicine among their people, and another thousand for the benefit of students showing exceptional gifts and promise of usefulness. Shaw University, Raleigh, N. C., and Meharry Medical College.

Nashville, Tenn., received the benefits of the former. For the ensuing year a sum not to exceed \$4,000 is allowed for these special purposes. The importance of aiding in the work of medical instruction cannot be overestimated. As shown by our tables, only three schools of medicine are available for the training of colored doctors in the Southern States, and no one of these has in full the resources which the work requires.

Through the wise counsels of the trustees and the large knowledge, energy, and experience of the general agent, the Slater fund promises inestimable benefits to the colored people.

E—V

TABLE II.—Summary of school statistics of

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
1	Little Rock, Ark.....	13, 138	6-21	6, 875	12	1, 617	36	168	3, 092	1, 796
2	Los Angeles, Cal.....	11, 183	5-17	5, 091	14	2, 435	40	180	3, 479	2, 186
3	Oakland, Cal.....	34, 555	5-17	9, 608	18	6, 983	140	202	7, 945	5, 563
4	Sacramento, Cal.....	21, 420	5-17	7, 569	13	.....	90	187	4, 703	3, 346
5	San Francisco, Cal* ..	233, 959	5-17	55, 880	70	.....	687	208	40, 752	30, 827
6	San José, Cal.....	12, 567	5-17	3, 539	7	.....	45	194	2, 826	1, 912
7	Stockton, Cal.....	10, 282	5-17	2, 498	.....	.....	39	186	2, 508	1, 560
8	Denver, Colo. (½ of city)	35, 629	6-21	.....	11	3, 867	83	.....	5, 743	3, 765
9	Bridgeport, Conn* ..	29, 148	4-16	7, 587	14	4, 384	91	.....	5, 482	3, 619
10	Danbury, Conn.....	11, 666	4-16	2, 903	.....	.....	49	.....	2, 288	d1, 633
11	Derby, Conn.....	11, 650	4-16	3, 558	9	2, 443	55	.....	3, 033	d1, 963
12	Greenwich, Conn* ..	7, 892	4-16	1, 939	.....	.....	29	.....	1, 437	783
13	Hartford, Conn* ..	42, 551	4-16	9, 660	16	6, 365	d152	.....	7, 617	d4, 615
14	Meriden, Conn.....	18, 340	4-16	4, 889	12	3, 011	61	194	3, 353	2, 100
15	Middletown, Conn e..	f11, 732	4-16	1, 595	6	991	22	198	914	600
16	New Britain, Conn...	15, 979	4-16	3, 812	9	2, 100	38	188	1, 979	1, 334
17	New Haven, Conn.....	61, 388	4-16	16, 280	36	10, 875	261	200	12, 668	9, 042
18	New London, Conn ..	10, 537	4-16	2, 009	10	2, 000	40	.....	1, 847	d1, 184
19	Norwalk, Conn.....	13, 956	4-16	3, 295	11	.....	42	.....	2, 126	d1, 433
20	Norwich, Conn.....	21, 143	4-16	5, 043	23	4, 227	99	.....	3, 992	d2, 827
21	Stamford, Conn* ..	11, 297	4-16	2, 730	.....	.....	d35	.....	1, 757	d1, 152
22	Waterbury, Conn.....	20, 270	4-16	5, 688	.....	.....	60	199	4, 671	.....
23	Windham, Conn* ..	8, 264	4-16	2, 018	.....	.....	d29	.....	1, 293	d721
24	Wilmington, Del.....	42, 478	6-21	.....	22	7, 090	160	196	8, 370	5, 791
25	Key West, Fla g.....	10, 940	6-21	*3, 416	6	.....	21	180	1, 129	800
26	Atlanta, Ga.....	37, 409	6-18	12, 000	21	6, 000	81	200	5, 676	5, 236
27	Columbus, Ga.....	10, 123	6-18	3, 635	7	1, 414	29	182	1, 649	1, 296
28	Macon, Ga.....	12, 749	6-18	3, 413	7	.....	35	186	1, 810	1, 400
29	Savannah, Ga.....	30, 709	6-18	6, 056	7	3, 000	59	175	3, 163	2, 025
30	Alton, Ill.....	8, 975	6-21	.....	5	1, 319	25	193	1, 425	1, 075
31	Belleville, Ill.....	13, 404	6-21	4, 777	5	.....	43	197	2, 127	1, 820
32	Bloomington, Ill.....	17, 180	6-21	6, 988	10	2, 800	69	176	3, 361	2, 478
33	Chicago, Ill.....	503, 185	6-21	155, 166	60	56, 583	1, 151	195	79, 465	54, 047
34	Decatur, Ill.....	9, 547	6-21	3, 488	6	1, 784	31	176	2, 133	1, 555
35	Elgin, Ill.....	8, 787	6-21	5, 215	8	.....	29	188	1, 931	1, 302
36	Freeport, Ill.....	8, 516	6-21	2, 935	5	1, 800	33	196	1, 553	1, 281
37	Galesburg, Ill.....	11, 437	6-21	4, 678	7	1, 900	37	175	2, 096	1, 536
38	Joliet, Ill.....	16, 149	6-21	5, 783	10	2, 359	51	198	2, 938	1, 995
39	Moline, Ill.....	7, 800	6-21	2, 353	.....	.....	32	.....	1, 663	d1, 159
40	Ottawa, Ill.....	7, 834	6-21	3, 280	7	1, 600	30	197	1, 657	1, 271

* From Report of the Commissioner of Education c In 1881.

for 1882-'83.

d For the winter term.

a Assessed valuation.

e These statistics are for the Middletown City school district only.

b Exclusive of furniture.

cities containing 7,500 inhabitants and over.

Pupils.	Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita on daily average attendance in public schools.		
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20		
500	a\$5,764,000	\$96,750	5	\$24,436	\$5,074	\$17,909	\$30,832	.....	.....		1
611	48,000,000	171,500	5.6	93,520	30,533	40,794	83,841	\$19 48	\$4 90		2
1,500	a23,818,180	400,550	2	184,906	7,845	126,864	167,455	24 30	4 39		3
1,000	a12,000,000	207,600	3.9	116,955	4,882	56,047	85,949	18 06	6 16		4
5,912	a222,336,400	3,125,000	.95	764,199	24,887	526,968	735,474	22 35	2 83		5
600	14,000,000	129,250	15	66,032	2,680	34,922	53,853	19 05	7 19		6
194	.....	159,595	.....	79,855	12,130	33,300	55,751	.....	.....		7
.....	.....	b547,328	.....	202,000	.....	.....	165,923	.....	.....		8
503	ac11,820,127	.....	.....	77,246	11,193	44,956	68,105	(15 55)	.....		9
92	a5,358,496	.....	.....	26,244	13,688	18,776	40,136	.....	.....		10
48	a3,984,502	88,600	7.33	37,462	1,852	23,693	40,027	.....	.....		11
161	ac3,639,027	.....	.....	13,749	.....	10,563	13,574	13 49	3 85		12
1,453	a46,991,833	.....	.....	226,950	52,183	111,404	224,106	.....	.....		13
700	15,000,000	219,000	3	59,748	1,570	32,827	41,248	15 85	2 93		14
400	a5,800,000	113,000	2	32,269	1,419	11,260	27,687	20 10	6 20		15
1,228	9,000,000	163,000	.....	24,272	.....	16,025	25,615	(19 20)	.....		16
2,000	a44,808,877	674,787	4	372,018	59,268	159,820	368,043	17 97	3 99		17
76	a6,789,397	60,000	2.7	23,558	459	16,225	23,444	.....	.....		18
551	a5,419,859	135,000	4.07	30,166	168	21,199	30,108	.....	.....		19
549	a13,119,742	203,000	4.68	65,931	265	43,982	61,270	.....	.....		20
557	a6,920,103	.....	.....	23,132	1,650	18,452	23,132	.....	.....		21
500	a8,482,435	350,000	8	136,238	29,231	31,190	133,699	.....	.....		22
485	ac3,800,810	.....	.....	15,585	534	10,747	14,788	.....	.....		23
.....	28,659,573	328,661	4	137,397	11,946	57,167	124,066	11 12	4 28		24
.....	1,403,458	13,000	4	6,720	853	6,283	7,536	(h9 42)	.....		25
2,000	26,000,000	150,000	.....	58,665	11,000	47,665	58,665	9 10	.....		26
300	6,500,000	55,000	1.88	17,314	150	13,068	17,313	11 47	1 77		27
300	9,000,000	170,100	.....	127,396	.....	123,978	127,556	110 41	163		28
600	.....	143,500	.....	51,172	.....	42,425	49,395	22 43	1 96		29
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		30
500	.....	124,500	15.9	63,546	12,211	19,010	46,933	11 08	1 93		31
.....	10,677,870	242,907	6.47	73,262	2,195	31,229	52,152	12 60	4 21		32
32,038	369,641,064	3,703,300	10.32	1,517,798	376,348	1,707,714	1,413,916	14 78	3 21		33
300	8,477,492	116,000	11.2	41,071	8,090	16,070	32,241	11 62	3 33		34
664	7,168,056	88,250	12.2	54,056	29,055	12,600	50,108	10 60	5 57		35
300	6,000,000	83,150	12	28,848	542	13,590	25,348	.....	.....		36
.....	8,330,286	127,150	6.5	26,527	.....	18,788	23,304	12 23	2 94		37
600	a2,099,727	137,300	1.15	67,490	21,153	21,630	69,396	11 64	4 47		38
.....	.....	.....	.....	56,535	4,468	14,946	39,650	14 06	.....		39
281	4,582,104	60,130	13.5	32,720	145	15,160	22,763	12 87	4 92		40

f Total population of the town.

g Including Monroe county.

h Total expenses per capita.

i These figures are for the whole county.

j School census of 1880.

k Includes total cost of evening schools.

l Apparently for day schools only.

LXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE II.—Summary of school statistics of cities

	Cities—	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
41	Peoria, Ill	31,086	6-21	11,803	12	.....	106	...	5,972	4,031
42	Quincy, Ill	27,264	6-21	9,933	9	3,21	60	196	3,844	2,335
43	Rockford, Ill	13,129	6-21	6,266	11	2,70	62	106	2,802	2,50
44	Rock Island, Ill	11,659	6-21	3,736	11	1,990	40	177	2,118	1,636
45	Springfield, Ill	19,743	6-21	9,033	7	2,500	60	180	2,828	2,234
46	Fort Wayne, Ind ...	26,880	6-21	14,701	9	4,128	104	195	3,886	2,991
47	Indianapolis, Ind ..	75,056	6-21	35,000	29	12,837	270	185	14,295	10,411
48	Jeffersonville, Ind ..	9,357	6-21	3,693	5	1,900	36	186	1,835	1,224
49	La Fayette, Ind	14,860	6-21	7,600	7	2,150	51	190	3,065	1,700
50	Logansport, Ind	11,198	6-21	4,371	6	1,784	35	194	1,929	1,418
51	Madison, Ind	8,945	6-21	3,926	7	1,700	31	177	1,670	1,117
52	New Albany, Ind	16,423	6-21	6,364	.....	.....	55	170	3,071	2,123
53	Richmond, Ind	12,742	6-21	5,522	9	2,327	51	178	2,580	1,816
54	South Bend, Ind	13,280	6-21	6,058	7	2,150	43	178	2,236	1,512
55	Terre Haute, Ind	26,042	6-21	9,748	12	4,120	91	195	4,545	3,377
56	Vincennes, Ind	7,680	6-21	3,642	4	904	21	196	1,147	784
57	Cedar Rapids, Iowa ..	10,104	5-21	3,993	13	2,422	48	179	2,645	1,769
58	Clinton, Iowa	9,052	5-21	3,363	6	1,779	42	187	2,200	1,500
59	Council Bluffs, Iowa ..	18,063	5-21	7,244	15	2,718	51	197	2,809	1,558
60	Davenport, Iowa.....	21,831	5-21	9,439	13	4,264	86	197	5,401	3,534
61	Des Moines (west side), Iowa.*	22,408	5-21	4,412	6	2,414	51	187	2,875	1,796
62	Dubuque, Iowa	22,254	5-21	10,941	9	3,550	72	....	3,928	2,625
63	Keokuk, Iowa	12,117	5-21	4,931	9	2,241	50	188	2,557	1,821
64	Muscatine, Iowa	8,295	5-21	2,800	10	1,700	35	200	1,650	1,400
65	Ottumwa, Iowa	9,004	5-21	3,042	3	1,500	26	187	2,000	1,440
66	Atchison, Kans	15,105	5-21	4,985	5	1,740	30	168	2,570	2,333
67	Lawrence, Kans	8,510	5-21	3,110	10	1,600	25	160	2,005	1,429
68	Leavenworth, Kans ..	16,546	5-21	6,996	.....	3,000	48	178	3,508	2,410
69	Topeka, Kans	15,452	5-21	7,031	13	3,298	53	157	4,605	3,086
70	Covington, Ky*	29,720	6-20	10,519	6	4,000	67	190	3,442	2,475
71	Louisville, Ky	123,758	6-20	56,932	30	.....	371	204	21,897	14,731
72	Newport, Ky	20,433	6-20	6,923	5	2,540	45	200	2,617	1,953
73	Paducah, Ky	8,036	6-21	2,006	5	965	15	205	979	759
74	New Orleans, La	216,090	6-18	61,456	51	.....	391	134	21,641	13,794
75	Amesbury, Me*	9,555	4-21	3,055	30	2,200	51	175	11,550	.....
76	Augusta, Me	8,665	4-21	2,161	26	.....	43	....	1,239	m945
77	Bangor, Me	16,856	4-21	5,240	35	3,626	86	....	2,920	.....

* From Report of the Commissioner of Education for 1882-'83.

a Includes expenditure for rent and repairs.

b Based on average number belonging.

c Assessed valuation.

d Includes cost of supervision.

e This is the sum of the items given, though the reported total is but \$35,785.

f Apparently includes State tax.

containing 7,500 inhabitants and over—Continued.

Pupils.					Expenditures.			Average expenses per capita on daily average attendance in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
1,346	.....	.....	.....	\$105,064	a\$10,653	\$45,515	\$107,477	b\$10 59	.....	41
2,000	\$18,000,000	\$211,640	6.5	49,268	1,317	29,545	46,272	13 33	\$3 59	42
500	e1,356,276	145,284	.....	51,333	12,391	d27,216	51,333	10 63	3 48	43
950	7,826,139	100,000	.....	31,809	172	19,498	30,814	13 56	3 82	44
900	.....	204,000	.....	e40,737	10,462	32,167	41,352	.....	.....	45
3,500	12,026,980	237,250	3.6	174,706	8,081	41,477	71,209	16 79	4 41	46
2,800	53,973,900	1,023,102	2	284,078	22,180	155,688	238,457	15 73	4 17	47
.....	e3,800,000	73,445	f4	36,085	11,827	14,458	32,090	11 90	.....	48
1,200	21,000,000	203,000	.....	46,314	24,000	d26,064	58,624	15 35	.....	49
900	e3,925,800	146,000	5	25,878	337	14,805	21,062	12 13	2 48	50
800	2,296,500	81,090	8	31,424	.....	d12,158	19,113	10 81	3 32	51
500	7,000,000	158,000	.....	.....	.....	.....	g2,900	.....	.....	52
975	10,000,000	153,000	5.14	97,989	42,200	25,627	76,579	15 50	3 11	53
600	17,406,360	145,000	2.5	59,492	5,104	18,084	38,249	12 42	4 21	54
900	e14,797,720	230,909	3.4	92,972	410	48,472	63,298	15 09	2 90	55
500	5,500,000	44,500	.....	.....	.....	.....	.....	.....	.....	56
250	6,000,000	142,500	15	58,598	23,529	16,180	52,689	10 05	4 79	57
325	4,800,000	90,500	19	40,377	9,325	17,848	37,688	13 00	3 33	58
201	8,000,000	144,300	14.25	51,763	11,917	23,462	53,322	16 40	6 57	59
1,000	18,900,000	291,200	14	91,364	2,667	d53,883	71,940	15 63	4 50	60
1,000	13,000,000	247,500	14	61,349	10,359	30,223	59,217	17 76	7 32	61
2,700	.....	170,000	11	57,363	7,468	36,853	57,371	14 03	4 95	62
500	e3,431,156	100,000	9	41,359	8,610	23,390	39,589	.....	.....	63
200	.....	115,000	.....	.....	.....	.....	.....	.....	.....	64
200	6,788,823	65,150	11	54,470	19,654	11,890	54,470	9 30	3 95	65
1,148	6,000,000	182,000	10	22,686	325	15,350	22,022	7 10	1 10	66
400	.....	.....	8	16,615	401	10,700	16,089	8 11	.....	67
1,400	10,000,000	180,000	6	53,198	3,136	21,300	j48,533	.....	.....	68
450	12,000,000	186,000	7	55,498	1,493	22,344	44,415	7 72	2 71	69
2,560	14,500,000	204,500	2.5	64,158	.....	35,949	48,939	k(15 42)	.....	70
.....	63,927,077	892,936	3	363,048	10,871	192,023	285,448	15 07	3 56	71
.....	12,000,000	134,500	2.8	29,319	.....	20,299	28,854	11 21	2 06	72
200	4,000,000	33,700	.....	10,298	300	6,075	8,953	8 45	.....	73
10,000	e115,273,126	728,000	.....	198,371	668	169,645	206,386	12 58	2 32	74
25	e5,280,000	105,000	3	20,000	.....	14,859	19,140	.....	.....	75
.....	.....	58,000	.....	22,124	.....	.....	19,167	.....	.....	76
.....	*9,931,231	150,000	.....	35,101	.....	25,459	35,101	.....	.....	77

g This is for incidental or contingent expenses only.

h For the entire city.

i Exclusive of amount paid for indebtedness.

j Total of reported items.

k Based on average enrolment.

l Estimated.

m For the summer term.

TABLE II.—*Summary of school statistics of cities*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
78	Bath, Me.....	7, 874	4-21	2, 850	15	.....	36	.....	1, 950	.....
79	Biddeford, Me*	12, 651	4-21	4, 210	26	1, 835	38	184	1, 874	1, 282
80	Lewiston, Me.....	19, 083	4-21	6, 561	29	.....	57	183	2, 736	1, 706
81	Portland, Me*.....	33, 810	4-21	10, 973	21	6, 326	139	190	6, 737	4, 412
82	Rockland, Me.....	7, 599	4-21	2, 227	11	.....	32	.....	1, 302	.....
83	Baltimore, Md	332, 313	6-21	c86, 961	63	.....	848	203	d37, 546	31, 601
84	Frederick, Md*	8, 659	6-21	.....	10	.....	17	150	1, 055	760
85	Attleboro', Mass*.....	11, 111	5-15	.....	.....	.....	62	.....	2, 082	1, 331
86	Beverly, Mass*	8, 456	5-15	.....	.....	.....	34	.....	1, 421	1, 114
87	Boston, Mass	362, 839	5-15	66, 560	160	60, 558	1, 297	206	k58, 649	i51, 477
88	Brookline, Mass	8, 057	5-15	1, 499	.....	.....	39	.....	1, 612	1, 275
89	Cambridge, Mass*	52, 669	5-15	10, 370	30	.....	200	.....	9, 395	7, 231
90	Chelsea, Mass.....	21, 782	5-15	j5, 000	14	4, 000	98	201	4, 582	3, 247
91	Chicopee, Mass	11, 286	5-15	1, 908	10	-1, 590	36	195	2, 027	922
92	Clinton, Mass.....	8, 029	5-15	1, 742	12	.....	30	197	1, 657	1, 351
93	Fall River, Mass.....	48, 961	5-15	11, 128	38	9, 363	227	.....	k11, 677	k7, 284
94	Fitchburg, Mass.....	12, 429	5-15	2, 620	18	3, 128	56	187	2, 981	2, 159
95	Gloucester, Mass	19, 329	5-15	4, 088	22	4, 154	96	192d	4, 089	3, 343
96	Haverhill, Mass*.....	18, 472	5-15	.....	.....	.....	83	.....	3, 420	2, 406
97	Holyoke, Mass.....	21, 915	5-15	5, 234	15	3, 304	81	198	4, 287	2, 416
98	Lowell, Mass	59, 475	5-15	12, 222	43	.....	228	193	8, 889	6, 939
99	Lynn, Mass.....	38, 274	5-15	7, 271	31	6, 660	159	194	6, 919	5, 398
100	Malden, Mass.....	12, 017	5-15	2, 846	10	2, 444	59	192	2, 227	1, 651
101	Marlborough, Mass..	10, 127	5-15	2, 053	15	2, 363	47	178	2, 218	1, 662
102	Milford, Mass.....	9, 310	5-15	1, 750	19	2, 414	41	174	1, 758	1, 398
103	Natick, Mass*	8, 479	5-15	.....	.....	.....	48	.....	1, 709	1, 315
104	New Bedford, Mass..	26, 845	5-	5, 150	24	5, 450	125	175	4, 683	.....
105	Newburyport, Mass*	13, 538	5-15	2, 611	.....	2, 236	42	194h	2, 216	m1, 565
106	Newton, Mass	16, 995	5-15	3, 564	20	4, 025	101	190	4, 102	2, 954
107	North Adams, Mass..	10, 191	5-15	2, 720	12	2, 100	48	n186	2, 484	1, 734
108	Northampton, Mass ..	12, 172	5-15	2, 463	25	2, 415	62	o176	2, 540	.....
109	Peabody, Mass.....	9, 028	5-15	.....	7	1, 900	40	195	1, 707	1, 323
110	Pittsfield, Mass	13, 364	5-15	2, 995	27	2, 460	66	197	2, 881	2, 067
111	Salem, Mass*	27, 563	5-15	.....	.....	.....	94	.....	3, 464	2, 884
112	Somerville, Mass.....	24, 933	5-15	5, 478	19	5, 000	103	188	5, 726	4, 191
113	Springfield, Mass	33, 340	5-15	6, 566	25	5, 747	124	200	6, 720	4, 683
114	Taunton, Mass.....	21, 213	5-15	3, 858	31	4, 501	90	195	4, 353	2, 853

* From Report of the Commissioner of Education d Number on roll November 20, 1883.
for 1882-'83. e In 1881.

a Assessed valuation.

b Does not include expenditure for permanent repairs.

c School census of 1879.

f Total of reported items.

g Amount raised by taxes for wages of teachers, board, fuel, and care of fires and school rooms.

h Average number belonging February, 1884.

containing 7,500 inhabitants and over—Continued.

Pupils.	Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita on daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
50	\$6,847,955	\$97,000	.....	\$19,245	.....	\$13,531	\$18,793	.....	.....	73
400	6,000,000	95,000	2.9	22,626	.....	17,365	22,915	\$14 56	\$3 31	79
1,000	a10,679,926	179,500	1.8	34,464	\$1,200	21,591	650,437	13 53	4 31	80
1,200	32,642,755	336,240	2.5	91,144	6,997	60,763	91,144	13 60	3 63	81
.....	a3,651,500	41,100	2.3	12,504	.....	.....	12,385	.....	.....	82
.....	a250,000,000	1,840,000	1.9	667,972	24,573	496,425	667,972	15 71	4 65	83
280	.....	28,650	.....	.....	.....	.....	.....	.....	.....	84
60	ae4,934,941	.....	.....	f34,815	12,927	g18,500	f32,963	.....	.....	85
52	ae8,613,650	.....	.....	f29,124	415	g16,765	f19,325	.....	.....	86
7,319	682,432,671	7,792,650	.....	2,006,426	455,732	1,147,863	1,008,586	.....	.....	87
200	a25,822,800	121,800	.....	39,000	.....	.....	.....	.....	.....	88
1,752	a50,575,130	.....	.....	179,010	12,079	137,329	179,010	18 99	.....	89
509	25,000,000	435,000	3	71,879	16,650	45,513	73,763	14 63	2 96	90
1,065	6,738,287	98,885	4.7	26,716	1,121	16,175	26,716	19 28	8 48	91
25	a5,125,543	.....	.....	23,496	.....	15,700	23,408	.....	.....	92
1,131	.....	.....	.....	105,000	17,948	93,233	151,456	.....	.....	93
0	a10,451,876	184,033	3.9	47,079	6,248	28,916	47,078	14 73	4 76	94
80	15,000,000	167,000	5.9	66,328	7,524	40,369	65,808	13 50	3 93	95
60	ae10,787,088	.....	.....	f64,461	12,000	g16,000	f63,493	.....	.....	96
1,500	20,000,000	193,009	4.35	63,965	16,476	31,049	63,965	14 55	5 08	97
3,000	69,325,000	663,760	3	161,649	69,571	116,208	231,220	17 09	6 20	98
500	24,456,909	536,682	4	105,182	19,181	75,794	118,377	14 46	3 91	99
600	a11,448,050	195,429	3.7	43,450	.....	30,243	42,492	19 68	6 06	100
200	a3,922,609	65,300	7	29,144	.....	18,576	26,061	11 63	3 99	101
290	5,200,000	78,500	4.4	23,265	201	15,317	23,129	12 07	4 33	102
.....	ae4,655,066	.....	.....	f18,769	137	g17,000	f18,537	.....	.....	103
.....	a30,289,605	399,600	.....	92,527	6,000	63,482	91,299	18 11	6 19	104
2,092	a7,417,698	97,500	.....	25,026	.....	.....	26,407	.....	.....	105
500	27,124,088	443,500	5.43	147,157	32,253	70,023	145,075	24 82	13 37	106
70	6,666,666	142,000	.....	24,552	187	16,831	25,339	10 63	3 87	107
100	a8,654,269	127,885	4.39	38,961	9,269	22,549	41,734	.....	.....	108
25	a6,707,250	116,000	.....	24,699	642	18,506	24,244	14 21	3 89	109
150	9,547,250	86,300	4.75	37,112	717	24,560	33,329	.....	.....	110
1,220	ae23,767,679	.....	.....	f83,500	1,953	g66,283	f81,784	.....	.....	111
500	a23,812,900	362,032	3.9	95,209	.....	69,288	94,662	16 36	5 62	112
500	a34,937,259	552,600	3.4	118,734	9,437	79,564	118,734	17 61	5 70	113
152	20,291,797	220,000	3.25	65,706	10,821	40,500	65,706	14 86	4 38	114

i Including Horace Mann School for the Deaf.

j Estimated.

k There was also an evening drawing school, in which there were enrolled 186 pupils under 7 teachers.

l In the high school, 193 days.

m For the summer term.

n In high and grammar schools; 171 in primary schools.

o In the high school, 196 days.

TABLE II.—Summary of school statistics of cities

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
115	Waltham, Mass.....	11,712	5-15	.....	13	2,486	62	196	2,520	2,014
116	Westfield, Mass*.....	7,587	5-15	.....	.....	.....	54	....	1,591	1,123
117	Weymouth, Mass.....	10,570	5-15	.....	21	2,500	53	194	2,191	1,854
118	Woburn, Mass.....	10,931	5-15	2,317	24	2,990	63	200	2,528	1,910
119	Worcester, Mass.....	58,291	5-15	12,721	41	11,658	239	195	12,104	9,082
120	Adrian, Mich*.....	7,849	5-20	2,605	5	.....	29	190½	1,446	974
121	Ann Arbor, Mich....	8,061	5-20	2,802	6	1,630	38	197	1,945	1,354
122	Detroit, Mich.....	116,340	5-20	43,840	28	14,272	297	196	f18,148	g12,448
123	East Saginaw, Mich..	19,016	5-20	7,665	11	3,381	68	194	3,840	3,066
124	Flint, Mich.....	8,409	5-20	2,443	7	1,893	39	195	1,989	1,362
125	Grand Rapids, Mich*.	32,016	5-20	11,298	17	5,512	97	193	6,576	4,210
126	Jackson, Mich:									
	District No. 1.....	16,105	5-20	{ 2,530	8	1,817	39	191	2,023	1,326
	District No. 17.....			{ 2,227	6	1,208	21	196	1,487	731
127	Muskegon, Mich.....	11,262	5-20	5,379	9	2,506	55	194	3,238	2,140
128	Port Huron, Mich....	8,853	5-20	3,724	5	1,500	28	195	1,941	1,183
129	Saginaw, Mich.....	10,525	5-20	4,293	6	1,857	39	195	2,300	1,564
130	Minneapolis, Minn....	46,887	6-21	23,500	21	8,264	198	185	10,692	6,369
131	St. Paul, Minn.....	41,473	6-21	.....	17	7,760	161	196	7,654	4,578
132	Winona, Minn.....	10,208	5-21	1,934	3	1,583	38	196	1,457	1,315
133	Vicksburg, Miss.....	11,814	5-21	3,760	3	1,100	21	170	1,320	1,120
134	Hannibal, Mo.....	11,074	6-20	4,115	7	.....	34	175	2,160	1,434
135	Kansas City, Mo.....	55,785	6-20	22,570	15	8,463	137	176	9,723	6,242
136	St. Joseph, Mo.....	32,431	6-20	12,338	19	3,690	78	188	4,602	3,223
137	St. Louis, Mo.....	350,518	6-20	106,372	95	46,030	1,047	192	56,350	37,600
138	Sedalia, Mo.....	9,561	6-20	3,650	8	1,860	31	178	2,614	1,659
139	Lincoln, Nebr.....	13,003	5-21	3,503	8	2,800	34	174	2,404	1,800
140	Omaha, Nebr.....	30,518	5-21	8,921	11	.....	83	199	5,411	3,610
141	Virginia City, Nev*..	10,917	6-21	2,207	4	.....	27	204	1,854	1,201
142	Concord, N. H.....	13,843	5-15	.....	30	.....	84	.....	2,549	1,872
143	Dover, N. H.....	11,687	5-16	1,900	19	1,993	46	185	2,500	1,424
144	Manchester, N. H....	32,630	5-21	m7,500	24	3,750	n85	180	4,188	2,754
145	Nashua, N. H.....	13,397	8-14	.....	17	2,385	71	171	2,884	1,971
146	Portsmouth, N. H....	9,690	5-	2,400	13	.....	35	.....	1,926	.....
147	Bayonne, N. J.....	9,372	5-18	3,286	.....	1,564	33	.....	1,852	1,052
148	Bridgeton, N. J.....	8,722	5-18	2,314	.....	1,442	28	.....	1,564	969
149	Camden, N. J.....	41,659	5-18	13,022	15	.....	129	200	8,891	8,000

* From Report of the Commissioner of Education for 1882-'83.

a Assessed valuation.

b Exclusive of expenditure for permanent objects.

c In 1881.

d Total of reported items.

e Amount raised by taxes for wages of teachers, board, fuel, and care of fires and school rooms.

f Excluding duplicates; there is also a total enrollment of 605 in the night school.

g Average attendance in night school is 269.

h Includes cost of supervision.

containing 7,500 inhabitants and over—Continued.

Pupils.	Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
40	a\$9,298,611	\$261,000	4	\$41,893	\$33,000	\$30,836	b\$41,636	\$17 29	\$4 37	115
65	ac5,936,098	-----	-----	d26,535	259	e18,522	d20,982	-----	-----	116
30	8,421,222	143,500	18	32,300	250	23,200	33,266	13 48	4 32	117
50	7,876,512	2,000,000	4.8	39,109	-----	27,266	38,606	15 21	5 15	118
1,500	a48,570,334	960,210	3.76	182,749	49,647	142,677	230,714	16 06	3 84	119
575	a3,899,818	104,000	-----	31,860	704	12,347	30,099	14 10	5 21	120
200	4,812,660	160,000	5	45,292	9,533	19,268	38,122	15 35	3 89	121
7,671	105,910,925	994,575	2.29	325,037	26,368	176,891	290,914	14 53	5 49	122
575	10,000,000	212,000	5.42	62,557	14,134	31,170	62,557	11 37	4 42	123
175	4,774,464	129,100	6.1	40,587	4,370	15,196	37,237	12 07	4 96	124
1,000	a18,181,779	425,000	7	130,116	36,604	55,873	127,210	13 45	5 02	125
400	-----	110,000	-----	35,000	886	18,995	31,507	15 45	4 22	126
-----	1,800,000	50,000	1	13,836	204	7,987	11,476	10 92	4 49	
-----	a4,889,075	127,500	-----	97,511	28,517	24,399	73,160	12 24	5 53	127
300	3,890,800	93,000	-----	22,156	675	11,890	15,580	-----	-----	128
600	-----	105,000	-----	49,324	5,357	14,000	31,207	10 10	3 55	129
1,200	a45,000,000	564,568	4	337,179	75,972	4108,890	302,312	17 10	4 84	130
3,610	100,000,000	569,690	5	358,179	103,597	487,123	326,787	-----	-----	131
500	-----	175,000	-----	30,099	-----	20,532	31,563	-----	-----	132
600	5,000,000	10,600	4	14,830	150	9,375	14,830	-----	-----	133
400	a2,710,930	58,700	4	-----	650	13,095	22,539	10 18	2 59	134
2,000	75,000,000	461,000	4	274,828	60,638	396,863	255,122	-----	-----	135
700	12,000,000	196,375	7	87,446	22,635	43,577	87,031	14 14	5 56	136
21,000	255,930,733	3,079,699	5	935,289	20,887	595,111	806,155	16 32	5 66	137
200	a2,876,636	70,000	10	42,954	5,879	13,694	35,981	9 04	3 63	138
50	-----	82,375	10	37,149	414,658	14,410	37,057	-----	-----	139
1,729	25,000,000	496,000	3.5	165,963	32,262	49,423	134,178	15 26	5 04	140
342	-----	35,575	5	45,350	41,240	22,750	34,203	20 73	6 71	141
-----	-----	181,590	-----	40,633	2,323	21,981	38,834	(110 82)	-----	142
50	a8,283,648	115,000	2.9	25,304	350	17,602	25,255	13 48	4 00	143
3,000	a20,055,986	326,525	3.2	68,097	13,400	40,904	63,097	16 35	4 59	144
450	a9,342,382	232,395	-----	36,944	e1,670	25,913	36,327	p13 33	p6 00	145
150	10,000,000	84,000	-----	22,604	-----	16,572	22,051	-----	-----	146
700	-----	203,000	-----	30,292	-----	-----	-----	-----	-----	147
145	-----	38,000	-----	16,338	-----	-----	-----	-----	-----	148
2,000	21,738,866	262,600	4.5	117,091	12,855	58,765	255,992	7 35	2 22	149

i Inclusive.

j Includes rent.

k Includes expenditure for repairs.

l Based on enrolment.

m Estimated.

n Average whole number.

o \$1,470 here included is a special appropriation from the city council, and is not included in school receipts and expenditures.

p For pupils in day schools only.

TABLE II.—*Summary of school statistics of cities*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
150	Elizabeth, N. J.	28, 229	5-18	8, 330	5	2, 453	53	199	3, 728	2, 502
151	Hoboken, N. J.*.....	30, 999	5-18	10, 398	.....	.....	.....	200	5, 504	.....
152	Jersey City, N. J.	120, 722	5-18	52, 207	22	14, 694	348	195	23, 397	13, 831
153	Millville, N. J.*.....	7, 660	5-18	2, 494	12	.....	35	205	1, 600	1, 280
154	Newark, N. J.	136, 508	5-18	41, 498	.....	.....	319	210	19, 804	13, 256
155	New Brunswick, N. J.	17, 166	5-18	6, 334	6	2, 175	45	204	2, 601	1, 753
156	Orange, N. J.	13, 207	5-18	4, 311	4	1, 422	33	200	1, 572	1, 080
157	Paterson, N. J.	51, 031	5-18	16, 379	12	8, 325	138	204	11, 975 ^a	5, 749
158	Plainfield, N. J.*.....	8, 125	5-18	2, 248	4	.....	24	200	1, 278	845
159	Trenton, N. J.*.....	29, 910	5-18	7, 776	11	2, 632	69	.....	3, 838	2, 263
160	Albany, N. Y.	90, 758	5-21	35, 900	24	11, 906	241	200	13, 718	9, 452
161	Auburn, N. Y.	21, 924	5-21	7, 690	12	3, 467	72	193	3, 548	2, 604
162	Binghamton, N. Y.	17, 317	5-21	5, 654	10	3, 216	68	197	3, 484	2, 577
163	Brooklyn, N. Y.*.....	566, 663	5-21	.....	.....	62, 742	1, 498	202	97, 603	58, 156
164	Buffalo, N. Y.*.....	155, 134	5-21	.....	43	.....	453	.....	20, 687	15, 689
165	Cohoes, N. Y.*.....	19, 416	5-21	8, 624	8	11, 983	55	203	3, 671	1, 604
166	Elmira, N. Y.	20, 541	5-21	6, 236	8	13, 825	79	197	3, 949	2, 807
167	Hudson, N. Y.	8, 670	5-21	3, 650	6	1, 200	22	202	1, 274	802
168	Ithaca, N. Y.	9, 105	5-21	2, 906	6	1, 724	34	196	2, 020	1, 329
169	Kingston, N. Y. j.....	118, 344	5-21	2, 995	5	1, 725	32	200	1, 836	1, 241
170	Lockport, N. Y.	13, 522	5-21	14, 000	7	2, 667	44	195	2, 399	1, 643
171	Long Island City, N. Y.	17, 129	5-21	6, 763	13	2, 870	55	181	4, 178	2, 514
172	Newburgh, N. Y.	18, 049	5-21	6, 199	.....	.....	.....	174	3, 313	.....
173	New York, N. Y.	1, 206, 299	5-21	400, 000	129	150, 124	3, 623	198	294, 706	142, 857
174	Ogdensburg, N. Y.	10, 341	5-21	4, 033	10	.....	48	.....	2, 035	.....
175	Oswego, N. Y.	21, 116	5-21	7, 955	23	2, 920	63	196	3, 640	.....
176	Plattsburgh, N. Y.	8, 283	5-21	2, 307	7	1, 384	29	195	1, 460	901
177	Poughkeepsie, N. Y.	20, 207	5-21	106, 002	10	2, 641	64	200	2, 892	2, 125
178	Rochester, N. Y.	89, 366	5-21	137, 000	27	11, 681	301	191	14, 109	9, 842
179	Rome, N. Y.	12, 104	5-21	3, 004	8	1, 833	33	193	1, 959	1, 232
180	Saratoga Springs, N. Y.	8, 421	5-21	2, 375	.....	.....	32	210	1, 741	1, 110
181	Schenectady, N. Y.	13, 655	5-21	4, 917	10	.....	52	192	2, 475	.....
182	Syracuse, N. Y.	51, 792	5-21	18, 595	23	8, 525	190	197	9, 436	7, 134
183	Troy, N. Y.	56, 747	5-21	20, 000	14	.....	156	215	8, 298	.....
184	Utica, N. Y.	33, 914	5-21	12, 861	18	4, 834	147	196	5, 654	3, 845

* From Report of the Commissioner of Education for 1882-'83.

a Assessed valuation.

b Includes cost of supervision.

c In 1879.

d Average whole number.

e For term ending December 22, 1882.

f In 1880.

g Includes pay of janitors.

h Exclusive of those for evening schools, which are apparently the same as those used for day schools.

containing 7,500 inhabitants and over — Continued.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation — mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita on daily average attendance in public schools.		
Estimated enrollment in private schools.					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
2,260	\$12,000,000	\$79,600	2.5	\$65,558	\$242	\$25,606	\$42,742	\$12 47	\$4 51	150
1,487	a15,065,800	132,500	-----	-----	-----	-----	-----	-----	-----	151
14,215	95,000,000	628,820	-----	222,520	1,000	-----	183,687	-----	-----	152
30	-----	45,000	-----	23,215	5,575	13,350	23,215	10 77	2 96	153
6,000	a88,416,550	907,500	1.5	369,680	65,444	b193,031	319,798	14 56	4 63	154
1,200	11,048,600	125,200	4.7	36,384	1,407	18,746	34,059	12 69	2 79	155
1,200	10,000,000	100,000	1	26,425	260	b19,486	26,425	18 04	6 18	156
1,450	27,000,600	333,000	4.01	111,252	14,123	67,394	108,374	-----	-----	157
300	8,000,000	63,750	6.6	25,770	292	12,306	22,481	16 92	4 02	158
1,002	c20,000,000	150,000	-----	66,575	8,560	33,610	49,082	14 81	3 10	159
5,000	68,595,149	794,500	2.5	294,636	22,349	146,186	203,142	15 73	3 38	160
1,200	13,600,000	165,000	4.36	60,207	15,029	30,228	55,335	12 29	3 17	161
542	12,985,754	228,410	5.54	55,203	7,256	34,500	49,008	13 41	2 79	162
-----	a283,738,317	5,108,552	3.12	1,237,476	83,155	646,146	1,148,387	14 81	-----	163
-----	f89,237,320	690,385	-----	327,601	1,526	g297,842	316,115	-----	-----	164
600	11,042,757	93,000	7.58	61,365	3,279	22,447	35,286	14 49	4 50	165
610	11,366,937	345,000	4.66	71,291	484	38,281	62,794	14 35	4 88	166
600	a3,483,888	45,200	2	17,368	2,009	8,924	13,814	11 13	3 59	167
75	6,000,000	83,300	5.1	26,943	1,443	14,537	22,817	12 15	2 78	168
247	5,550,000	172,500	4.14	47,067	17,202	17,570	47,067	15 50	4 37	169
500	7,018,287	105,500	3.9	41,071	701	21,081	28,626	14 56	3 06	170
248	21,478,812	70,200	5.5	63,757	204	24,744	39,486	10 02	5 62	171
594	-----	154,000	-----	-----	-----	-----	-----	-----	-----	172
40,000	a1,276,677,164	12,099,000	-----	3,704,125	338,624	b2,759,744	3,704,125	19 32	4 24	173
560	-----	71,000	-----	32,860	2,056	14,526	20,916	-----	-----	174
1,209	12,280,419	171,980	3.8	47,986	1,504	27,245	46,376	11 17	6 38	175
75	4,300,000	55,700	8.8	21,322	99	8,694	21,321	11 31	4 00	176
n828	a12,012,035	128,005	2.35	55,731	o2,728	27,081	38,398	13 49	3 28	177
7,500	86,000,000	775,939	6.07	246,531	39,640	142,221	233,967	14 66	5 03	178
375	7,918,250	81,000	3.36	19,649	540	13,860	19,649	12 22	3 04	179
205	a3,784,865	p73,600	-----	22,325	275	13,944	20,858	-----	-----	180
800	-----	94,000	-----	39,672	15,789	20,231	39,672	-----	-----	181
1,826	31,189,234	761,000	3	144,862	20,995	97,528	144,862	13 67	3 69	182
1,500	-----	317,000	-----	145,305	34,616	79,439	133,578	-----	-----	183
1,213	25,000,000	671,923	2.47	98,499	4,253	53,605	83,175	16 12	4 78	184

i Exclusive of 300 in building not used.

j These statistics are for the Kingston school district only.

k For the entire city.

l Estimated.

m Census of 1877.

n In 1881.

o Includes incidental expenses for libraries.

p Includes value of library.

TABLE II.—Summary of school statistics of cities

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
185	Watertown, N. Y.	10,697	5-21	3,403	9	1,780	52	185	1,786	1,262
186	Yonkers, N. Y.	18,892	5-21	7,256	6	.....	46	199	2,543	.....
187	Akron, Ohio	16,512	6-21	5,702	12	3,325	62	194	3,582	2,839
188	Canton, Ohio*	12,258	6-21	5,561	7	2,750	55	194	3,139	2,125
189	Chillicothe, Ohio*	10,938	6-21	3,471	5	1,916	45	187	2,029	1,681
190	Cincinnati, Ohio	255,139	6-21	85,402	49	35,953	671	200	635,240	28,148
191	Columbus, Ohio	51,647	6-21	17,498	27	8,975	190	191	9,439	7,438
192	Dayton, Ohio*	38,678	6-21	12,166	15	6,760	137	195	6,970	5,063
193	Fremont, Ohio	8,446	6-21	1,965	8	1,000	22	185	1,089	787
194	Hamilton, Ohio	12,122	6-21	4,490	5	2,116	40	190	2,166	1,659
195	Ironton, Ohio	8,857	6-21	3,161	5	1,900	43	183	2,003	1,538
196	Lima, Ohio	7,567	6-21	3,123	3	2,010	31	188	1,850	1,381
197	Newark, Ohio	9,600	6-21	4,144	6	1,980	44	184	2,017	1,403
198	Portsmouth, Ohio	11,321	6-21	4,242	6	.....	43	190	2,186	1,617
199	Sandusky, Ohio	15,838	6-21	5,960	10	2,850	58	193	2,685	2,140
200	Springfield, Ohio	20,730	6-21	8,669	13	4,383	88	190	4,394	3,311
201	Steubenville, Ohio	12,093	6-21	4,198	6	.....	43	196	2,439	1,788
202	Tiffin, Ohio	7,879	6-21	2,986	5	1,460	32	186	1,347	1,013
203	Toledo, Ohio*	50,137	6-21	17,579	.....	.....	134	195	7,826	5,641
204	Portland, Oreg.	17,577	4-20	6,523	6	3,150	68	200	3,447	2,760
205	Allegheny, Pa	78,682	6-21	.....	20	.....	224	182	10,781	.....
206	Allentown, Pa	18,063	6-21	.....	10	3,495	61	194	3,795	2,626
207	Altoona, Pa.	19,710	6-21	.....	.....	3,447	50	192	3,459	3,025
208	Bradford, Pa.	9,197	6-21	.....	4	.....	28	219	1,547	1,150
209	Carbondale, Pa	7,714	6-21	2,500	8	1,440	24	198	1,794	1,008
210	Chester, Pa	14,997	6-21	.....	10	2,356	51	196	2,680	1,753
211	Columbia, Pa*	8,312	6-21	.....	3	.....	24	194	1,515	1,077
212	Danville, Pa*	8,346	6-21	.....	.....	.....	29	.....	1,709	1,123
213	Easton, Pa.	11,924	6-21	.....	10	2,525	52	196	2,311	1,725
214	Erie, Pa*	27,737	6-21	18,319	16	4,800	109	195	4,658	3,138
215	Harrisburg, Pa	30,762	6-21	.....	23	5,870	115	198	6,121	4,034
216	Johnstown, Pa*	8,380	6-21	.....	9	.....	31	.....	1,695	1,148
217	Lancaster, Pa.	25,769	6-21	.....	25	.....	73	.....	4,133	2,688
218	Lebanon, Pa	8,778	6-21	2,135	8	.....	31	187	1,635	1,277
219	McKeesport, Pa	8,212	6-21	.....	4	1,560	30	169	1,760	.....
220	Meadville, Pa.	8,860	6-21	.....	5	1,900	37	172	1,790	1,276
221	New Castle, Pa	8,418	6-21	2,100	5	1,760	33	170	1,660	1,497
222	Norristown, Pa	13,063	6-21	4,050	6	2,400	44	200	2,330	1,618
223	Philadelphia, Pa	847,170	6-16	250,000	284	.....	2,524	205	7105,424	99,364

* From Report of the Commissioner of Education for 1882-83.

a Assessed valuation.

b In the day school for deaf-mutes there are enrolled 31 pupils under 2 teachers.

c Also same rate for building purposes.

containing 7,560 inhabitants and over -- Continued.

Pupils.					Expenditures.			Average expenses per capita on daily average attendance in public schools.	
Estimated enrollment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation — mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20
125	\$8,000,000	\$107,421	4	\$32,973	\$8,184	\$18,877	\$38,176	\$15 91	\$7 85
1,556		137,449		70,742	21,126	32,360	67,193		
788	16,491,100	255,000	7	123,674	41,834	29,521	98,452	11 10	8 44
600	a5,185,423	112,250	5	71,488		25,900	55,567	13 13	
300	15,000,000	142,500	5	44,049	1,827	22,200	30,626	14 39	2 74
16,715	a172,000,000	2,100,000	2.73	759,775	22,118	488,653	657,125	20 13	2 40
1,820	55,000,000	852,394	6	218,019	31,072	127,815	204,502	17 09	5 43
2,027	40,000,000	366,000	6	185,512	14,490	95,605	160,108	20 08	5 96
400	3,000,000	50,000	5						
1,100	8,178,053	135,000	5.05	71,624	6,922	25,440	51,670	16 31	5 77
200	5,977,442	125,000	7	31,256	4,000	15,056	33,547	10 86	8 35
	a3,225,299	91,200	6	38,294		10,665	56,359	8 81	3 70
300		80,500	2.2	56,678	9,850	17,100	33,550	13 47	3 42
	a4,600,000	200,000	5	44,781		20,127	33,278	13 00	3 08
1,000	12,000,000	168,000	7	69,425	8,520	24,960	56,639	12 37	3 66
1,200	a14,758,074	198,098	4.4	118,095		45,393	91,038	14 39	9 87
640	a4,878,660	134,000	4.5	57,712	9,020	20,330	36,335	12 25	3 03
	a3,218,048	90,000	5	54,331	12,271	13,319	33,542	14 50	6 52
3,000	100,000,000	580,000	4.5	268,831	17,701	58,574	179,479	10 80	4 90
592	17,000,000	313,000	5	123,420	50,876	50,072	140,964	18 86	8 07
1,500	46,000,000	994,336	4.9	337,672	44,605	125,339	311,259	12 50	
200	a7,889,610	400,000	e3.25	61,323	405	22,087	58,899	8 75	11 96
1,000	6,900,000	137,445	20	42,584	6,436	19,099	42,567	6 71	2 48
450	a1,961,272	38,224	15	30,658	1,860	d15,859	30,440		
150	2,600,000	27,000	16	11,803	1,451	8,363	12,879		
700		125,000	4	35,040	e3,752	24,337	33,776	f8 17	f1 01
	a2,717,050	28,100	3.5	12,687	429	8,607	13,273		
	g2,090,883	60,000	10	11,732			11,692		
120	a7,774,128	222,000	5	72,525	3,839	23,654	52,574	14 52	7 92
2,000	25,000,000	320,700	8	71,811	11,171	40,517	66,514	13 61	3 88
900	24,735,160	335,573	13	96,322	i10,893	53,775	95,307	13 70	2 76
820		100,000		35,139			29,603		
500		200,000	3	71,788			67,849		
400	4,800,000	84,000	10	21,289	4,391	9,616	21,328	7 92	2 47
300	a5,500,000	75,000	5	25,323	7,965	10,702	23,608	8 50	2 67
210	6,000,000		14	31,320	3,115	15,824	29,547		
400	3,750,000	49,350	6.5	21,504	1,335	12,042	20,382	8 85	3 20
300	a6,966,903	158,600	4.5	38,403	109	20,558	37,433	13 13	6 06
18,000	577,198,087	6,964,789	22	1,618,447		1,121,445	1,499,618	11 80	5 25

d Includes cost of supervision.

e Expenditure for school books is here included.

f Based on enrolment.

g In 1880.

h Estimated.

i Includes expenditure for repairs.

j Exclusive of evening schools.

LXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE II.—Summary of school statistics of cities

Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
								Whole number enrolled.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10
224 Pittsburgh, Pa.....	156,389	.....	.....	56	.....	529	.....	28,477	18,615
225 Pottsville, Pa*.....	13,253	6-21	4,500	13	2,500	50	200	2,817	1,909
226 Reading, Pa.....	43,278	6-21	7,556	26	7,750	157	220	6,806	5,775
227 Scranton, Pa.....	45,850	6-21	12,000	30	7,936	190	220	8,797	6,140
228 Shamokin, Pa*.....	8,184	6-21	2,917	6	1,860	28	181	1,817	1,058
229 Shenandoah, Pa.....	10,147	6-21	3,300	5	2,010	29	159	2,226	1,337
230 Titusville, Pa.....	9,046	6-21	.....	4	1,632	33	190	1,658	1,246
231 Wilkes-Barre, Pa.....	23,339	6-21	.....	16	.....	78	185	5,348	.....
232 Williamsport, Pa.....	18,934	6-21	6,068	25	3,515	68	185	3,578	2,468
233 York, Pa.....	13,940	6-21	.....	11	2,650	54	.....	2,468	1,791
234 Lincoln, R. I.....	13,765	5-15	3,306	.....	.....	41	.....	2,566	1,312
235 Newport, R. I.....	15,693	5-15	3,414	12	2,447	59	196	2,650	1,563
236 Pawtucket, R. I.....	19,030	7-15	4,914	18	3,404	90	197	4,571	2,443
237 Providence, R. I.....	104,857	5-16	21,676	.....	.....	344	.....	16,814	11,716
238 Warwick, R. I.....	12,164	5-15	2,537	18	1,608	36	.....	2,062	1,165
239 Woonsocket, R. I.....	16,050	5-16	3,736	14	1,850	38	193	2,204	1,402
240 Charleston, S. C.....	49,984	6-16	.....	18	.....	106	.....	.....	.....
241 Columbia, S. C.....	10,036	6-16	2,160	3	857	19	174	1,493	864
242 Chattanooga, Tenn.....	12,892	6-21	3,929	7	.....	31	168	2,144	.....
243 Knoxville, Tenn.....	9,693	6-21	4,315	8	1,805	44	189	2,737	1,955
244 Memphis, Tenn.....	33,592	6-21	13,169	12	.....	68	167	4,226	2,981
245 Nashville, Tenn.....	43,350	6-21	13,476	13	6,000	105	155	6,168	4,408
246 Galveston, Tex.....	22,248	6-18	6,000	9	2,500	50	184	2,656	1,596
247 Houston, Tex.....	16,513	8-18	3,973	13	1,800	30	180	1,937	1,173
248 Burlington, Vt.....	11,365	5-20	4,258	.....	.....	190	.....	1,526	.....
249 Alexandria, Va.....	13,659	5-21	4,582	5	1,800	27	200	1,717	1,219
250 Danville, Va.....	7,526	5-21	2,126	2	1,260	22	198	1,209	604
251 Lynchburg, Va*.....	15,959	5-21	4,907	6	1,600	34	196	2,182	1,369
252 Norfolk, Va.....	21,966	5-21	6,695	7	.....	28	191	1,998	1,216
253 Petersburg, Va.....	21,656	5-21	6,392	9	.....	39	186	2,684	1,838
254 Portsmouth, Va.....	11,390	5-21	3,210	3	1,100	14	203	1,116	798
255 Richmond, Va.....	63,600	5-21	21,536	14	7,201	159	184	8,153	6,760
256 Wheeling, W. Va*.....	30,737	6-21	9,986	8	5,550	98	196	4,881	4,330
257 Appleton, Wis.....	8,005	4-20	3,726	8	2,300	39	176	2,076	1,602
258 Fond du Lac, Wis.....	13,094	4-20	5,688	17	2,800	40	200	2,066	1,410
259 Janesville, Wis.....	9,018	4-20	3,642	6	.....	36	186	1,645	1,230
260 La Crosse, Wis.....	14,505	4-20	5,667	13	2,684	52	194	2,947	2,028
261 Milwaukee, Wis.....	115,567	4-20	45,931	27	15,415	254	198	15,176	13,511

* From Report of the Commissioner of Education for 1882-'83.

a Assessed valuation.

b For pupils in day schools only.

c Estimated.

d For school purposes; also 2 mills for building purposes.

e Average duration of school in days.

f Exclusive of evening schools.

g Includes salaries of janitor and book-keeper.

h Total taxable property of city and county.

i Includes cost of supervision.

containing 7,500 inhabitants and over—Continued.

Pupils.	Estimated enrol- ment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of prop- erty used for school purposes.	Tax for school purposes on as- sessed valuation — mills per dollar.	Total receipts.	Expenditures.			Average expen- ses per capita on daily aver- age attend- ance in public schools.	
						Permanent im- provements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expen- ses.
11	12	13	14	15	16	17	18	19	20	
.....	<i>a</i> \$100,000,000	\$2,000,000	.....	\$694,350	\$93,465	\$282,387	\$558,602	(<i>b</i> \$20 31)	224	
200	10,000,000	200,000	8	56,267	281	19,667	34,296	.....	225	
750	30,000,000	318,300	<i>d</i> 3	146,393	32,578	56,395	112,560	\$9 76	\$3 30	226
1,240	50,000,000	332,000	.....	133,594	6,874	78,380	109,128	13 06	2 94	227
420	1,673,475	50,000	25	21,717	4,816	12,176	21,710	12 36	3 18	228
.....	<i>a</i> 1,493,000	63,000	15	21,454	600	9,578	20,581	8 29	3 11	229
450	1,704,658	64,275	.....	29,889	97	13,733	28,539	.....	.....	230
1,300	20,000,000	181,872	17	65,520	553	42,995	67,862	.....	.....	231
1,300	12,500,000	150,990	6.5	45,324	3,932	27,892	43,577	11 79	3 61	232
300	<i>a</i> 6,669,170	150,000	3.5	44,054	2,128	19,689	44,477	11 72	2 93	233
410	.....	91,700	.....	32,996	3,297	17,113	32,699	.....	.....	234
900	26,926,500	151,939	1.26	44,367	401	32,577	45,948	.....	.....	235
250	25,000,000	220,000	3.3	63,382	29,510	29,240	66,250	7 53	.....	236
4,046	<i>a</i> 121,865,400	.....	.....	291,773	32,547	204,943	291,773	.....	.....	237
73	<i>a</i> 10,302,050	36,913	.68	11,198	2,424	10,549	14,334	9 22	84	238
1,014	<i>a</i> 9,298,910	146,470	2.2	26,557	.....	.....	25,993	(18 54)	.....	239
.....	32,500,000	138,000	.....	.....	.....	.....	.....	.....	.....	240
150	<i>a</i> 3,200,000	29,944	1	13,944	1,625	5,545	11,059	8 27	2 65	241
350	<i>a</i> 5,344,242	45,000	4	29,085	6,010	<i>g</i> 17,373	27,133	.....	.....	242
250	6,800,000	50,500	2.5	24,281	1,524	19,472	24,421	10 70	87	243
.....	<i>a</i> <i>h</i> 21,256,276	131,400	2	52,738	.....	33,162	47,390	11 29	.....	244
500	25,000,000	196,000	4.5	89,197	1,642	60,268	89,197	14 74	4 78	245
1,200	40,000,000	141,600	2	45,874	10,000	330,000	43,838	18 79	.....	246
400	7,000,000	38,100	.....	25,866	5,470	14,511	25,735	14 07	2 94	247
1,000	.....	62,000	.....	20,629	76	15,681	20,462	.....	.....	248
.....	4,000,000	53,900	2.2	19,687	2,245	10,201	16,695	.....	.....	249
326	.....	20,000	1.5	12,206	23,643	28,445	12,088	.....	.....	250
300	<i>a</i> 8,000,000	60,000	2.6	21,218	152	16,490	21,096	.....	.....	251
2,447	<i>a</i> 11,548,689	63,000	.....	22,736	269	16,200	20,016	13 73	2 38	252
.....	.....	67,000	.....	23,680	<i>m</i> 1,737	16,196	23,330	.....	.....	253
819	<i>a</i> 3,486,902	31,500	2	11,502	471	7,550	9,691	.....	.....	254
1,697	<i>a</i> 13,241,164	297,510	.....	82,774	614	55,747	82,730	10 45	1 75	255
1,000	25,000,000	240,680	7	89,776	35,541	42,510	90,025	10 07	2 53	256
444	9,560,750	110,500	12	39,975	<i>m</i> 5,167	14,535	30,281	9 07	2 43	257
500	<i>a</i> 3,092,423	124,800	6	31,211	605	14,706	21,289	10 78	.....	258
250	6,000,000	67,150	3.6	21,172	1,600	11,914	19,054	10 91	3 28	259
700	10,152,000	108,000	12.3	75,545	18,171	26,945	58,649	13 27	5 11	260
11,070	<i>a</i> 66,167,462	729,887	3.5	336,369	.....	179,899	<i>o</i> 235,131	<i>b</i> 15 15	<i>b</i> 3 32	261

j These statistics are from a return for the year ending December 31, 1882.*k* In high and grammar schools; in intermediate and primary, 175 days.*l* Includes incidental expenses.*m* Includes expenditure for repairs.*n* Average for the year.*o* \$3,459 in addition were spent for evening schools.

TABLE II.—*Summary of school statistics of cities*

Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
								Whole number enrolled.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10
262 Oshkosh, Wis.....	15,748	4-20	6,516	9	.....	55	200	2,343	1,161
263 Racine, Wis.....	16,031	4-20	7,275	8	2,700	54	200	2,792	2,088
264 Watertown, Wis.....	7,883	4-20	3,361	5	1,100	24	198	1,134	924
265 Georgetown, D.C.* <i>b</i> }	108,688	16-17	27,142	54	14,552	293	186	17,306	13,168
266 Washington, D.C.* <i>b</i> }									
Total	10,790,034	.....	2,894,836	3,955	1,059,729	33,037	.....	1,857,435	1,218,655

* From Report of the Commissioner of Education for 1882-'83.

b Assessed valuation.

containing 7,500 inhabitants and over — Continued.

Pupils.	Estimated enrol- ment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on as- sessed valuation — mills per dollar.	Total receipts.	Expenditures.			Average expen- ses per capita on daily aver- age attend- ance in public schools.	
						Permanent im- provements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expen- ses.
11		12	13	14	15	16	17	18	19	20
893		\$6,250,000	\$80,300	6	\$55,022	\$264	\$23,053	\$34,993	\$19 86	\$10 31
1,138		8,554,460	100,800	4	40,314	5,004	24,536	30,820	12 26	4 40
800		3,000,000	36,000	6	18,997	1,244	7,432	10,510	8 44	1 60
5,000		83,782,736	943,085	.....	579,312	176,079	317,229	579,312	15 12	3 66
370,583		8,220,541,893	98,851,064	.....	32,461,172	3,907,228	18,076,633	30,008,015	.....	.....

262
263
264
265
266

^b The receipts and expenditures here given are for all the schools, white and colored, in the District of Columbia; all other statistics are for the white schools of Georgetown and Washington only.

^c Inclusive.

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TABLE II.—Average expenses per capita based on daily average attendance in city public schools.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Newton, Mass	\$24 82	\$13 37	Woburn, Mass	\$15 21	\$5 15
Oakland, Cal	24 30	4 39	Milwaukee, Wis	a15 15	a3 32
Savannah, Ga	22 43	1 96	Georgetown, D. C	} 15 12	3 66
San Francisco, Cal	22 35	2 83	Washington, D. C		
Virginia City, Nev	20 73	6 71	Terre Haute, Ind	15 09	2 90
Cincinnati, Ohio	20 13	2 40	Louisville, Ky	15 07	3 56
Middletown, Conn	20 10	6 20	Taunton, Mass	14 86	4 38
Dayton, Ohio	20 08	5 96	Trenton, N. J	14 81	5 10
Oshkosh, Wis	19 86	10 31	Brooklyn, N. Y	14 81	.....
Malden, Mass	19 68	6 06	Chicago, Ill	14 78	3 21
Los Angeles, Cal	19 46	4 90	Nashville, Tenn	14 74	4 78
New York, N. Y	19 32	4 24	Fitchburg, Mass	14 73	4 76
Chicopee, Mass	19 28	8 48	Rochester, N. Y	14 66	5 08
San José, Cal	19 05	7 19	Chelsea, Mass	14 63	2 96
Cambridge, Mass	18 99	.....	Newark, N. J	14 56	4 63
Portland, Oreg	18 86	8 07	Biddeford, Me	14 56	3 31
Galveston, Tex	18 79	.....	Lockport, N. Y	14 56	3 06
New Bedford, Mass	18 11	6 19	Holyoke, Mass	14 55	5 08
Sacramento, Cal	18 06	6 16	Detroit, Mich	14 53	5 49
Orange, N. J	18 04	6 18	Easton, Pa	14 52	7 92
New Haven, Conn	17 97	3 99	Tiffin, Ohio	14 50	6 52
Des Moines (west side), Iowa	17 76	7 32	Cohoes, N. Y	14 49	4 50
Springfield, Mass	17 61	5 70	Lynn, Mass	14 46	3 91
Waltham, Mass	17 29	4 37	Springfield, Ohio	14 39	9 87
Minneapolis, Minn	17 10	4 84	Chillicothe, Ohio	14 39	2 74
Lowell, Mass	17 09	6 20	Elmira, N. Y	14 35	4 88
Columbus, Ohio	17 09	5 43	Peabody, Mass	14 21	3 89
Somerville, Mass	16 96	5 62	St. Joseph, Mo	14 14	5 56
Plainfield, N. J	16 92	4 02	Adrian, Mich	14 10	5 21
Fort Wayne, Ind	16 79	4 41	Houston, Tex	14 07	2 94
Council Bluffs, Iowa	16 40	6 57	Moline, Ill	14 06	.....
Manchester, N. H	16 35	4 59	Dubuque, Iowa	14 03	4 95
St. Louis, Mo	16 32	5 06	Norfolk, Va	13 73	2 38
Hamilton, Ohio	16 31	5 77	Harrisburg, Pa	13 70	2 76
Utica, N. Y	16 12	4 78	Syracuse, N. Y	13 67	3 69
Worcester, Mass	16 06	3 84	Erie, Pa	13 61	3 88
Watertown, N. Y	15 91	7 85	Portland, Me	13 60	3 63
Meriden, Conn	15 85	2 93	Rock Island, Ill	13 56	3 82
Indianapolis, Ind	15 73	4 17	Lewiston, Me	13 53	4 31
Albany, N. Y	15 73	3 38	Gloucester, Mass	13 50	3 93
Baltimore, Md	15 71	4 65	Greenwich, Conn	13 49	3 85
Davenport, Iowa	15 63	4 50	Poughkeepsie, N. Y	13 49	3 28
Kingston, N. Y	15 50	4 37	Weymouth, Mass	13 48	4 32
Richmond, Ind	15 50	3 11	Dover, N. H	13 48	4 00
Jackson (District No. 1), Mich	15 45	4 22	Newark, Ohio	13 47	3 42
Ann Arbor, Mich	15 35	3 89	Grand Rapids, Mich	13 45	5 02
La Fayette, Ind	15 35	.....	Binghamton, N. Y	13 41	2 79
Omaha, Nebr	15 26	5 04	Nashua, N. H	a13 33	a6 00

a For pupils in day schools only.

TABLE II.—Average expenses per capita based on daily average attendance, &c.—Cont'd.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Quincy, Ill.	\$13 33	\$3 59	Madison, Ind.	\$10 81	\$3 32
La Crosse, Wis.	13 27	5 11	Toledo, Ohio.	10 80	4 90
Norristown, Pa.	13 13	6 06	Fond du Lac, Wis.	10 78	.....
Canton, Ohio.	13 13	.....	Milville, N. J.	10 77	2 96
Scranton, Pa.	13 06	2 94	Knoxville, Tenn.	10 70	87
Clinton, Iowa.	13 00	3 33	North Adams, Mass.	10 63	3 87
Portsmouth, Ohio.	13 00	3 08	Rockford, Ill.	10 63	3 48
Ottawa, Ill.	12 87	4 92	Elgin, Ill.	10 60	5 57
New Brunswick, N. J.	12 69	2 79	Peoria, Ill.	\$10 59	.....
Bloomington, Ill.	12 60	4 21	Richmond, Va.	10 45	1 75
New Orleans, La.	12 58	2 32	Macon, Ga.	\$10 41	\$63
Allegheny, Pa.	12 50	.....	Hannibal, Mo.	10 18	2 59
Elizabeth, N. J.	12 47	4 51	Saginaw, Mich.	10 10	3 55
South Bend, Ind.	12 42	4 21	Wheeling, W. Va.	10 07	2 53
Sandusky, Ohio.	12 37	3 66	Cedar Rapids, Iowa.	10 05	4 79
Shamokin, Pa.	12 36	3 18	Long Island City, N. Y.	10 02	5 62
Auburn, N. Y.	12 29	3 17	Reading, Pa.	9 76	3 30
Racine, Wis.	12 26	4 40	Ottumwa, Iowa.	9 30	3 95
Steuensville, Ohio.	12 25	3 03	Warwick, R. I.	9 22	84
Muskegon, Mich.	12 24	5 53	Atlanta, Ga.	9 10	.....
Galesburg, Ill.	12 23	2 94	Appleton, Wis.	9 07	2 43
Rome, N. Y.	12 22	3 04	Sedalia, Mo.	9 04	3 63
Ithaca, N. Y.	12 15	2 78	New Castle, Pa.	8 85	3 20
Logansport, Ind.	12 13	2 48	Lima, Ohio.	8 81	3 70
Flint, Mich.	12 07	4 96	Allentown, Pa.	8 75	11 96
Milford, Mass.	12 07	4 33	McKeesport, Pa.	8 50	2 67
Jeffersonville, Ind.	11 90	.....	Paducah, Ky.	8 45	.....
Philadelphia, Pa.	11 80	5 25	Watertown, Wis.	8 44	1 60
Williamsport, Pa.	11 79	3 61	Shenandoah, Pa.	8 29	3 11
York, Pa.	11 72	2 93	Columbia, S. C.	8 27	2 65
Marlborough, Mass.	11 68	3 99	Chester, Pa.	\$8 17	\$1 01
Joliet, Ill.	11 64	4 47	Lawrence, Kans.	8 11	.....
Decatur, Ill.	11 62	3 33	Lebanon, Pa.	7 92	2 47
Columbus, Ga.	11 47	1 77	Topeka, Kans.	7 72	2 71
East Saginaw, Mich.	11 37	4 42	Pawtucket, R. I.	7 53	.....
Plattsburgh, N. Y.	11 31	4 00	Camden, N. J.	7 35	2 22
Memphis, Tenn.	11 29	.....	Atchison, Kans.	7 10	1 10
Newport, Ky.	11 21	2 06	Altoona, Pa.	6 71	2 48
Oswego, N. Y.	11 17	6 38	Pittsburgh, Pa.	(d20 31)	.....
Hudson, N. Y.	11 13	3 95	New Britain, Conn.	(19 20)	.....
Wilmington, Del.	11 12	4 28	Woonsocket, R. I.	(18 54)	.....
Akron, Ohio.	11 10	8 44	Bridgeport, Conn.	(15 55)	.....
Beileville, Ill.	11 08	1 93	Covington, Ky.	(e15 42)	.....
Jackson (District No. 17), Mich.	10 92	4 49	Concord, N. H.	(e10 82)	.....
Janesville, Wis.	10 91	3 28	Key West, Fla.	(f 9 42)	.....
Ironton, Ohio.	10 86	8 35			

a Based on average number belonging.

b These figures are for the whole county.

c Based on enrolment.

d For pupils in day schools only.

e Based on average enrolment.

f Total expenses per capita.

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Table II presents the school statistics of 266 cities, whose total population, according to the census of 1880, was 10,790,034, or a little more than one-fifth of the total population of the United States.

The tax for school purposes on assessed valuation ranges from .95 of a mill to 25 mills per dollar of assessed valuation. It is 10 mills or more in 31 cities and 4 mills or less in 81. The total receipts for 1883, 10 cities not reporting, were \$32,461,172. The total expenditures for the year, 11 cities not reporting, were \$30,008,015. The totals are apt to be misleading unless particular attention is paid to the details of the table; for example, 36 of the cities do not report school population, so that the total under that head (viz, 2,894,836) is for 230 cities only. Nineteen of the 36 cities that fail to report school population do not report school enrolment; in addition, 49 cities that report school population do not report enrolment in schools; so that the total school enrolment, viz, 1,877,435, is for 198 cities, of which number 181 report this item and also school population. The average daily attendance, viz, 1,218,655, is for 245 cities. From an examination of the statistics of 213 cities that report both school population and average daily attendance, it appears that the average daily attendance (1,066,357) is very nearly 40 per cent. of the corresponding school population (2,797,818). But this population, it must be remembered, greatly exceeds the number of youth whose attendance might reasonably be expected. The legal school period in the cities tabulated ranges from 10 to 17 years, whereas from 6 to 8 years is in all countries the recognized duration of the school period. Philadelphia, the cities of Massachusetts, three cities of Rhode Island, and a few cities of New Hampshire report the shortest period, i. e., 10 years. The actual condition of school attendance in the United States may be more fairly illustrated by the statistics of these cities than by the statistics of all the cities. Twenty-four cities of Massachusetts, having a school population of 179,121, report enrolment in public schools as 176,781, or 98 per cent., and average daily attendance as 128,847. If the estimated enrolment in private schools (23,685) be added, we have a total enrolment exceeding the legal school population. Three cities of Rhode Island, having a school population of 9,257, enroll 6,678, or 72 per cent., and have an average daily attendance of 4,040. The estimated enrolment in private schools brings the entire school enrolment up to 87 per cent. of the school population. Philadelphia, with a school population of 250,000, reports an average enrolment of 105,424, or 42 per cent., and an average attendance of 99,364. If the estimated enrolment in private schools, viz, 18,000, be added, the entire enrolment reaches very nearly 50 per cent. of the school population. In the cities specified, the ratios of average daily attendance to enrolment are as follows: Twenty-four cities of Massachusetts, 98 per cent.; three cities of Rhode Island, 60 per cent.; Philadelphia, 42 per cent. One of the most gratifying evidences of the progress that the free school system is making in southern cities is found in the increasing rates of school attendance: for instance, in Richmond an average attendance is reported of 93.9 per cent. in the white schools and 97.8 per cent. in the colored schools.

Upon a careful examination of the conditions of school attendance in cities, both of our own and other countries, it appears evident that an average attendance at schools, public and private, of not less than 90 per cent. of the youth included in the ordinary ages of school attendance should be maintained. How far this is accomplished in any particular city cannot be exactly shown without the census of the youth of those ages, with the attendance at all classes of schools. The data that we have, however, show very clearly the need of better results in this particular.

It need hardly be suggested that a deficiency of school accommodation, such as unfortunately exists in many of our cities, effectually prevents the desired attendance. In a number of cities there is a disposition so to limit appropriations that the building and furnishing of school-houses cannot possibly keep pace with the requirements of a rapidly growing population. The tendencies of a such course are illustrated in the condition of things in Milwaukee, where since 1882 the liberal policy which

previously characterized the citizens and the common council has been interrupted by acts of the legislature. Hon. Joshua Stark, president of the school board, says:

It is to be regretted that the measures adopted to restrict taxation could not have been so framed as to allow a reasonable outlay to meet the increasing educational wants of the city. I do not doubt that the school census to be taken this month will show an increase in the number of children between the ages of 4 and 15 of more than 5,000 within the past three years. That number will have swelled to fully 7,000 by the 1st of January, 1885. But little addition has been made to our school room during the past three years. It is probable, therefore, that before means can be secured for the erection of more school buildings we shall have many thousand children in the city who ought to be in the public schools but must be excluded for want of room. It is to be hoped that some way may be devised to lessen this great evil and positive misfortune to the city.

In the southern cities, in which the increase of school population by immigration is small, the deficiency of school places, so generally complained of, is due to the recent date of the free school system, the low state of school finances, and the necessity of a double system of schools to accommodate white and colored children respectively. Whatever be the cause of the deficiency, it is an evil that should be distinctly set before the taxpayers and promptly overcome.

Half day sessions in the primary grades are very generally adopted as a means of meeting the pressure for school places. This seems to work very well, so far as the children are concerned, but care must be taken not to impose too great a strain upon the teachers. As a rule, the teacher must change with the class; occasionally one teacher is found who is able to do double work. When this is the case, the salary should be proportionally increased.

A general conviction of the importance of elementary education will go far to insure a full use of the school provision, but experience shows that this is not under all circumstances the only force required for bringing about the desired result.

In crowded cities, where business competition is keen and the necessities of life not easily secured, compulsory school laws have been deemed necessary to counteract the greed of parents and employers and to bring to light the disabilities from which parents must be relieved before it is possible for them to allow their children the benefit of school privileges.

In my last annual report the status of each State and Territory with reference to compulsion was set forth. But compulsory laws enacted by State legislatures may fail of effect in individual cities through the indifference or opposition of the municipal authorities. Where local school officers are not in agreement with the State authorities on this subject it would seem that the opinion of the former ought to determine the local action, since, presumably, they understand the situation better than any other class of persons.

Hon. Daniel Leach, superintendent of schools, Providence, R. I., calls attention to the failure of the city council to pass an ordinance to carry into effect the truant law enacted by the last general assembly. He says:

While there may be serious objections to rigidly enforcing the whole law as it now stands, there are some sections of it that ought, unquestionably, to be put in force at once. It is an undoubted fact that there are a very large number of the youth of this city of proper school age without any regular employment, now growing up in ignorance, roaming our streets, and becoming initiated in the worst of evils. Can any one with proper sentiments of humanity, and who has any regard to the future of our city, doubt that this increasing evil ought without further delay to be remedied? There are, besides, hundreds of our youth who enter school, but who are in the habit of running away and enticing others to join them. Many of this class cannot be controlled by their parents, who often beg for some assistance to enable them to keep their children in school. The number of truants the past term is very much larger than ever before. None but teachers can be fully aware how much our schools are suffering from this cause. Ought not something to be done, and that speedily?

But in regard to children who are regularly employed under the age of twelve or fourteen years, and when the necessity of parents absolutely requires for their comfortable support the profits of their labor, there are serious difficulties in rigidly enforcing the law. * * * There are in this city quite a number of families that

would be obliged to go to the Dexter Asylum were it not for the pecuniary aid of their young children. A judicious arrangement, however, that shall be humane and that will be mutually satisfactory to all, can be made by employers and parents under the advice and sanction of the school authorities.

Ought not the wisest legislation that humanity could dictate and a prudent foresight suggest receive the most earnest and careful consideration? Indifference or apathy in regard to this momentous subject should no longer prevail. Let those who have doubts of its importance visit our schools and consult the police records.

The cities in which an efficient truant service has been established report, I believe, without exception, excellent results from the system. Hon. John Jasper, superintendent of schools, New York City, presents the following among other interesting details of the work of the department in that city:

The total number of visits made during the year was 41,295, classified as follows: to stores and factories, 24,498; to homes, 12,013; to schools, 4,784.

Although, as above seen, 24,498 visits were made to stores and factories in which children were known or supposed to be employed, only 243 instances were found in which there was a violation of the law. This fact of itself proves the hearty co-operation of employers and shows the public sympathy and support in the matter of properly instructing the young.

The number of certificates countersigned by the city superintendent stating the child had received fourteen weeks' instruction during the year was 1,075, an increase of 54 over the number granted the previous year.

In the matter of truancy an improvement is to be noted. Last year 2,495 cases were reported, this year 2,069, a decrease of 17 per cent. * * *

During the year the department made a complete and thorough census of all children between the ages of 5 and 14 years residing in the first, second, third, and fourth wards.

The returns show that the total number of such children was 5,315, and that of this number 4,603 attended school. Of the 712 non-attendants 501 were under 8 years of age, and were not, therefore, amenable to the compulsory education act.

Of the remaining 211 non-attendants 14 were physically disqualified, 7 were kept home by poverty, and 36 were legally employed. It will thus be seen that 154 children in the wards just mentioned were absent from school in violation of the law.

Since the census was made 61 of the 154 non-attendants have been placed in school, 18 have become 14 years of age, and 43 have been removed or could not be found. There are, therefore, at the present time only 24 non-attendants in the four lower wards of the city. Of the 4,603 children who attend school in these wards, 2,962 attend the public schools, 1,611 the parochial schools, and 30 private schools.

By such a thorough canvas of the wards of a city as is here reported, the amount of irregularity and non-attendance at school caused by extreme poverty, want, or vagrancy is readily ascertained. This is a matter that is exciting much attention just now in foreign countries, and information is frequently sought as to the measures employed in our own cities for bringing the children of the classes indicated under proper instruction.

The attempt has been made in a number of cities to maintain special schools for such children, but the more general practice is to gather them, so far as possible, into the regular schools and make such allowance for them as their circumstances require. Teachers and school officers generally show great interest in the welfare of this class, and are indefatigable in their efforts to secure aid for them from charitable organizations. In New York the wants of this class are met by the corporate schools. Of the operation of these schools Mr. C. Loring Brace, the secretary of the Children's Aid Society, writes as follows:

There are thousands of children in this city who are left in bitter poverty, often without breakfast in the morning, half clad, ignorant, and exposed to every temptation. They naturally form our notorious criminal class. On the other hand we have a series of board or free schools with an organization and a standard too strict and high for street urchins, which could not, without serious dangers, assume an eleemosynary character by feeding and clothing the little wanderers of the streets. How have we reconciled the two? Simply by creating, through voluntary effort, an intermediary system: that of the day industrial or corporate schools. These are founded by private associations and only receive by act of legislature a part, say one-half, of their support from the school tax on ratepayers, proportioned to the sworn average attendance. The rest of their income comes from private benefaction. They are under the rules and regulations of the school board and are examined annually and inspected

occasionally by the officials. But the examinations, owing to the occupation and character of the children, are much less strict and less is expected of the pupils than in the New York ward schools. The only strictness observed is in requiring a correct recording of the average attendance, on which the appropriations are based, and in preventing all "sectarian teaching," the latter measure being designed to prevent the Roman Catholics or any Protestant church from getting control of the free schools.

The industrial schools, both day and night, are under private trustees, who appoint their own teachers and raise their own funds (except the annual tax appropriation), but who conform their course of studies more or less closely to that of the board schools. Their object is to gather in the street children, runaways, truants, little bootblacks, newsboys, and all the nondescript crowd of half vagrant boys and girls who used to infest the New York lanes and alleys. They give them one or more meals in the day, clothe them as they earn the clothes or shoes by good marks, cleanse them, train them in common school studies and some branch of industry, and then after a time forward them on to the ward schools, or to places in families, or at trades, or on farms. The children are not overstrained, for they have brain work varied by hand work. They do not suffer from headaches, for food is given to the most needy; the hours are not long; some have simple gymnastic exercise and all get a week or two in the country in summer. Then many of them take necessarily half time sessions because they are supporting themselves and their families by street trades. Irregular attendance has to be permitted. The day industrial school becomes a kind of Botany Bay for all the truants, hard cases, and little vagrants of the ward schools.

The average annual expense per head, including cost of food, clothes, fuel, rent, and salaries, is only about \$20, reckoned on the average daily attendance. The numbers for the year in the schools of our own association, the Children's Aid Society, are about 10,000 in the aggregate, and those in several other associations will amount to as many more; so that some 20,000 children of the poorest classes are thus taught and reclaimed each year by this intermediary system of schools for the poor. No friction or misunderstanding between the private and public authorities has thus far occurred in this matter; but of course this happy result has only been attained by much wisdom and good sense on both sides. The industrial schools keep to their own field, the ragged and verminous and hungry and ignorant children and those in street occupations. The board inspectors only demand the essentials to be expected from such a class. The private school is a kind of complement of the public school. It does a work the other cannot do, and then it prepares for the other.

The Children's Aid Society, in addition to these industrial schools, has many boys' lodging houses, and in 31 years has placed out some 70,000 children in homes, mainly in the West.

The result of all these instrumentalities of charity and education is that juvenile crime and vagrancy during the past 20 years have been steadily diminishing in New York, and that now we can confidently say that no poor child in New York need be homeless in the street, or beg or steal for a living, or want for a meal, if he will work for it, or be without a school, where he can get both industrial and book training and plain food, or wait long for a place of work and a home.

Under ordinary circumstances the most efficient cause of regular and full attendance will be found in the excellence of the schools themselves, as is made apparent by every general effort for improving the schools.

INSTRUCTION IN PRIMARY AND GRAMMAR GRADES IN CITY SCHOOLS.

The grades which enroll the large majority of the pupils, viz, primary and grammar or intermediate, never presented so near an equality as at the present time. The improved methods introduced into these grades, and more especially into the primary grades, within the last few years, have been noted in my successive reports. It will be interesting to consider exactly what instruction these schools now offer and by what tests their work is determined. The statements of attendance, examinations, and promotions presented in the current reports of several cities throw much light on this subject.

BOSTON.

[Report of the superintendent, Hon. E. P. Seaver, for the year ending March, 1884, and of the board of supervisors for the year ending September, 1884.]

From the statistics of school attendance for February, 1884, it appears that the entire number of pupils in the schools at that time was 55,578, of whom 24,208, or 43 per cent., were in the primary grades. Of the primary pupils 6,563 were in the first class. Presumably these figures represent fairly the attendance and distribution of

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pupils for the year. Two examinations of the first primary classes were held in 1884. Two examinations of this class were held in 1884, of which the order and subjects were as follows:¹

Examinations of the first classes of the primary schools for promotion to grammar schools.

January, 1884:

Tuesday, January 22. Drawing..... 9.10 to 9.40 A. M.
 Tuesday, January 22. Dictation..... 11 to 11.30 A. M.
 Wednesday, January 23. Composition..... 9.10 to 10.30 A. M.
 Thursday, January 24. Written arithmetic..... 9.10 to 10.30 A. M.
 January 22, 23, or 24. Oral arithmetic.
 Any time in January prior to the 23d. Reading.

June, 1884:

Wednesday, June 11. Drawing..... 9.10 to 9.40 A. M.
 Wednesday, June 11. Dictation..... 10 to 10.30 A. M.
 Thursday, June 12. Written arithmetic 9.10 to 10.30 A. M.
 Friday, June 13. Composition 9.10 to 10.30 A. M.
 June 12 or 13. Arithmetic, oral and at sight.
 May 26 to June 11. Reading.

As a result, 1,349 pupils were promoted to the grammar schools in January and 4,310 in June. The promotions made in June represent, it will be seen, nearly 66 per cent. of the attendance of the first class as reported in February. The ages of the pupils of the first primary class may be inferred from the classification as to age reported in February, viz:

Ages.	No. of pupils.	Ages.	No. of pupils.
6.....	42	10.....	898
7.....	840	11.....	280
8.....	2,396	12.....	96
9.....	1,975	13 and over.....	36

NEW YORK.

[Report of the superintendent, Hon. John Jasper, for the year ending December 31, 1883.]

The total average attendance of pupils for the year in all the schools participating in the school fund was 143,177; the average attendance in the primary schools and primary departments was 75,548, or 52 per cent.; during the year 16,594 pupils, or 22 cent. of the average attendance in all the primary grades, were promoted to the grammar grades. The law provides that no pupil shall be promoted from any primary school unless examined in all the studies prescribed for the first grade of primary schools and found qualified by the principal of the department into which the promotion is to be made. The prescribed studies are the same as those included in the examination of the Boston primaries, with the addition of sewing and vocal music.

BROOKLYN.

[Report of the superintendent, Hon. Calvin Patterson, for the year ending December 31, 1883.]

The total number of pupils enrolled in the public schools of Brooklyn December 31, 1883, was 65,872, of whom 45,524, or 69 per cent., were in the primary grades. Of the primary pupils, 5,066 were enrolled in the first class. The number of pupils promoted from this class to the grammar grade was 6,168, or 135.6 per cent. of the average attendance. To understand this ratio it is necessary to keep in mind that the promotions were made semiannually, and therefore, assuming the average attendance for a term to be at least equal to the registry at the close of the term, the number pro-

¹ See School Document No. 14.

moted during the year from any grade to the next higher grade would be 200 per cent. of the average attendance, provided the entire class were promoted at the end of each term. One-half of the given per cent. (in this case 135.6) indicates what proportion of the pupils in the corresponding grade were promoted at the end of each term (in this case 67.8).

The following table shows the ages of pupils in the primary grades:

Ages.	No. of pupils.	Ages.	No. of pupils
5 to 6	2,326	11 to 12	4,134
6 to 7	5,972	12 to 13	2,206
7 to 8	7,604	13 to 14	837
8 to 9	7,944	14 to 15	206
9 to 10	7,812	15 to 16	35
10 to 11	6,465	16 to 17	3

PHILADELPHIA.

[Report of the superintendent, Hon. James MacAlister, for 1883-'84.]

About 50 per cent. of the pupils enrolled in the public schools of Philadelphia are in the primary grades; promotions are made from the first primary grade to the secondary grades semiannually upon the results of examinations.

In February, 1884, out of a total of 53,428 pupils in the four primary grades, 9,639 were in the highest grade. Of these, 9,098 were presented for examination, 7,631 obtained the promotion average, and 7,195 were sent to the higher grade.

In June the enrolment in the primary grades was 49,299, of which number 9,424 were in the highest grade. Of these, 8,793 were presented for examination, 7,114 obtained the promotion average, and 7,073 were sent to the higher grade. The promotions were about 75 per cent. of the enrolment. The subjects included in the examinations are not stated, but the studies of the grade are the same as in Boston. The average age of pupils in the highest primary grade was 9 years 5 months.

BALTIMORE.

[Report of Hon. Henry A. Wise, superintendent of schools, for 1883.]

The total number of pupils enrolled in the public schools of Baltimore, November, 1883, was 37,546, of whom 22,869, or 60 per cent., were in the primary grades. At the examination for promotion to grammar schools in January, 1883, out of 2,475 pupils on the rolls of the schools examined, 1,481 were examined, 1,394 passed, and 1,406, or 52 per cent. of the number enrolled, were promoted. At the corresponding examinations in June there were on the rolls 2,327 pupils: examined, 1,529; passed, 1,362; promoted, 1,402, or 60 per cent. of the number on the rolls.

The studies of the grade are the same as in the preceding cities, with the addition of geography.

RICHMOND, VA.

[Report of Hon. E. M. Garnett, superintendent of schools, for 1882-'83.]

In Richmond two official examinations are held for promotion during the school year. In the first primary grade, from which promotions are made to the grammar grades, the examinations are written, and pupils must obtain an average of 75 per cent. and have the approval of the principal to insure promotion. Details of the examinations are not given, but it is stated that at the final examination the general average was, in the white schools, for 6 first primaries, Section A, 86.8, and for 6, Section B, 82.2; and in the colored schools, for 4 first primaries, Section A, 86 per cent., and 4, Section B, 81.8 per cent. The subjects embraced in the examination were reading, spelling, phonetics, arithmetic, mental and written, geography, object lessons, composition and dictation, and penmanship.

CHICAGO.

[Report of Hon. George Howland, superintendent of schools, for 1883.]

In Chicago about 76 per cent. of the pupils in the public schools are in the primary grades. In 1883 the average daily membership for all the primaries was 43,045.4 and for the fourth or highest grade 6,555.6. The number promoted from this grade to the grammar grade was 5,244, or 80 per cent. of the average daily membership.

The studies of the fourth primary are language, arithmetic, geography, music, drawing, and miscellaneous exercises.

CINCINNATI.

[Report of Hon. John B. Peaslee, superintendent of schools, for 1883.]

The public schools of Cincinnati are classified as district, intermediate, and high. The district schools are divided into five grades, corresponding to the first five years of school. The average number of pupils belonging to all the schools was 27,869, of whom 22,201, or 79 per cent., were in the district schools.

The total number advanced from the highest grade of the district schools as a result of the examinations held in June, 1883, was 2,538. The subjects embraced in the examination were grammar, arithmetic (mental and written), geography, and spelling.

The average age of pupils in this grade was, for white schools, 11.4 years; for colored schools, 12.8 years.

For several successive years the school statistics of the eight cities mentioned above show but little variation in the proportion of primary scholars. The examinations have not been made the sole basis of promotion; probably, on the whole, the daily record and the teacher's judgment have weighed as much; but the examinations do undoubtedly afford an excellent index of the general conduct of the work in this grade. If the average of passes be lower than may reasonably be expected, then certain conclusions are unavoidable: too much is attempted in the grade, the methods of instruction are bad, or the examination is not rightly ordered.

It is not easy to generalize from these statements, on account of differences in the particulars noted and in the mode of treating the same. Presumably the reports from the eight cities present a fair average of the condition of city primaries throughout the country.

It will be seen that the enrolment in the primary schools is half, or more than half, the total enrolment in the public schools of these cities, Boston excepted. In the last named it is but 43 per cent. The ages of the pupils and the course of study are about the same in all the cities. The ratio of promotions varies considerably.

Just here arise the most important of several questions suggested by the statements: Are the pupils advanced as their interests and abilities demand? Are the standards required for promotion too high or too rigid? Do the courses and methods of instruction employed accomplish the best possible results for the children whose school life is passed chiefly in the primary grades?

The ratios of promotions, it will be noticed, range from 50 to 80 per cent. Naturally some interest is excited with reference to those who fail of promotion. Do they drift away from the schools altogether? Do they return to a fruitless repetition of tasks from which they can derive no further benefit?

It is in respect to considerations like these that system, an orderly, fixed method of procedure, may be found to conflict with intellectual and moral development, which must forever elude exact measurement. Herein is the need of an intelligent supervisory head to administer the system so that it shall subserve without obstructing the purposes of education. How true this is has been shown in a striking manner by the experience of the only one of our leading cities in which the need of a responsible supervising officer had long been ignored. The service was not organized in Philadelphia until the fall of 1883, when Hon. James MacAlister, superintendent of schools, Milwaukee, was invited to accept the corresponding office in the eastern city.

Among many matters that he found in a confused or chaotic state was that under present consideration, viz, the modes and standards of promotion from primary schools. The following are the causes he enumerates as retarding promotions from the primary grades: (1) The lack of accommodation; (2) the disproportion between the number of secondary and primary schools; (3) the largeness of the lower classes, especially of the first grade, in most of the schools; (4) the standards required in the examination of the pupils. Under the last, he says:

The difficulty chiefly arises from the want of any fixed standard in many of the sections. In some sections there is a uniform and permanent percentage for promotion; in others, however, it varies in different schools and from term to term. Any one can see how injurious a shifting standard of promotion must be to the real interests of the pupils. In many cases, also, the required percentage is too high and it is applied too rigidly. In one school, with a standard of 90 per cent., but 18 pupils were promoted out of 75, and in another, with the same requirement, 4 pupils, whose standing varied from 89.1 to 89.9, were refused promotion to the secondary school. Ninety per cent. is an unreasonable average to require of children of 8 or 9 years of age. In the grammar schools no average higher than 70 is required to pass from grade to grade, and but 65 per cent. is exacted for promotion to the high school. Indeed, only 60 was required till the present year. This order should be inverted, and the standard should be made to grow smaller as we proceed from the top to the bottom of the system. Seventy per cent. should be the maximum required of pupils in the primary schools, and that, too, with an examination adapted to their mental development and the kind of instruction appropriate to their tender years. * * *

There can be no doubt that the examinations, as now conducted in some sections, are a positive hindrance to the progress of the pupils. The high standards necessitate the formation of small classes which are especially trained for the examinations, to the neglect of the other pupils; and, what is even worse, thousands of children who cannot pass the tests applied are compelled to go over the same work again and lose half a year of their school life. We should not be surprised if dislike for the school is the result, and to many children it may amount to a deprivation that will tell upon the whole of their future life.

HIGHER GRADES.

The majority of the scholars who enter the grammar or intermediate schools do not get beyond the middle of the course. In Boston, where the grammar school comprises six classes, 64.4 per cent. of the scholars are in the three lowest classes, while only 6.7 per cent. of the whole are in the highest class.

In New York, where the grammar schools comprise eight grades, representing about four years' work, 68.68 per cent. are in the four lowest classes, and only 5.50 per cent. in the highest class. By comparing the number of pupils in the eighth grammar grade in 1879 with the number in the first in 1883, the superintendent is led to the conclusion that about 27 per cent. of those that entered the lowest grammar grade became pupils of the first or highest. It is unnecessary to multiply figures on this point, as the conditions are substantially the same in all cities.

It is certainly desirable that all pupils should be kept in the schools to the completion of the grammar school course, and every effort should be made to accomplish this end; but, so long as the majority of the pupils leave at about the middle of the course, it becomes necessary to arrange the studies with reference to that fact. This is done to a fuller extent than formerly, and, so far as reading, English language, writing, and drawing (where it is included) are concerned, the majority of the present courses are excellent. In respect to arithmetic, some change seems desirable: as the subject is generally treated, scholars who leave in the middle of the grammar course get little or no practice in percentage, and often none in ratio, mensuration, and the extraction of roots, all of which are practical subjects.

A brief course in arithmetic, embracing all the relations of numbers that enter into ordinary computations, but limited to simple applications, seems to be required in the first two years of the grammar school course; the more difficult combinations to which these relations give rise, if considered at all in elementary schools, should certainly be deferred to the last two years of the grammar schools, while an elementary course in

inventive or intuitive geometry could be introduced with advantage. The courses in geography and history should also be so arranged as to accomplish the utmost possible for those whose time for study is necessarily short.

METHODS OF TEACHING READING AND HISTORY.

READING.

Methods of instruction, courses of study, and their adaptation to different classes of pupils are subjects very fully discussed in the annual reports of city superintendents. The practical experience of these officers gives value to their opinions on all matters pertaining to the conduct of schools. Space does not permit me to draw as largely as I could wish from their discussions and opinions. I present a few extracts concerning methods of teaching certain branches.

[Report of Hon. Edwin P. Seaver, superintendent of public instruction, Boston.]

The method of teaching reading described and recommended by the board of supervisors is neither one nor another of the rival methods in controversy, but a combination of the valuable features of the several methods. The fundamental process is taken from the "word method" and the "sentence method." It aims to bring about associations directly between ideas and the written or printed words; also, between thoughts and the written or printed sentences. Thus the true significance of the act of reading is impressed on the child's mind from the very first. The use of objects, models, and pictures in preference to the spoken words, for the purpose of establishing some of the early associations, is a feature taken from the so called "object method." The power of this method may be seen in the instruction of deaf-mutes and newly arrived foreign children. The writing feature is taken from the "script method." This is important as a means of learning to read and still more important as a preparation for composition. The letters are learned very early by writing them, and spelling follows immediately. The phonic analysis of spoken words (slow pronunciation) comes in quite early, and phonic analysis of printed words follows after the necessary associations have grown up between the elementary sounds and the letters representing them. The phonic method, so called, is not made the fundamental process, but it is, nevertheless, recognized as an indispensable part of a complete method. Its principal aim is to lead the child to the pronunciation of new words by help of the analogies of the language; also, to give valuable practice in enunciation. It does not require the aid of phonic type, nor a great array of diacritical marks.

Diacritical marks are believed to be useful only when the pronunciation of a word either is against analogy or follows an analogy not yet known to the children. There is in some schools a disposition to make an excessive and indiscriminate use of diacritical marks. Words whose pronunciation ought to be perfectly plain from analogy, and which the children, unaided by marks, would readily pronounce correctly from a subconscious feeling of the analogy, are garnished with superfluous marks, the like of which are not all found in the standard authorities. The children, in writing their words, are required to copy and learn all these marks, as if they were as essentially parts of the written words as the letters themselves. That the principal diacritical marks should be learned in school nobody disputes; but that an alphabet of a hundred arbitrary signs should be mastered by little children in the first year is a proceeding for which there would seem to be no good reason. If the appeal be to experience it is only necessary to point to the unsurpassed results obtained by teachers who never use marks, save for exceptional words, and then only as a help to pronunciation, never as an inseparable part of the written word. * * *

It should be kept constantly in mind that the main thing in teaching reading is not a training of the speech organs to correct utterance of sounds. Important though this be, it is still only the physical part of the process. The main thing is a training of the child's thought-seizing power. This is the intellectual part of the process. "Keep your voice up at an interrogation point," says the teacher who instructs from the physical side; but the teacher who proceeds from the intellectual side leads the child by some device or suggestion to *feel* that a question is to be asked, and then the child's voice takes care of itself. As a matter of habit the sight of words should suggest to the child's mind not merely a series of sounds, but ideas. When the meaning is clear its correct expression easily follows. The danger in using the phonic method exclusively from the very first is that written or printed words come to suggest only sounds to be uttered. Attention being concentrated on this, the thought element vanishes and the reading becomes a mechanical process. It would be well, therefore,

not to make the use of diacritical marks too prominent. In the first year's teaching of reading they ought almost wholly to disappear. The best teachers make but very sparing use of them before the second or third year.

HISTORY.

[Report of Hon. John B. Peaslee, superintendent of schools, Cincinnati.]

Previous to 1872 written percented examinations for transfer were held in history. The pupils were required to memorize all the dates, names of persons, and be able to give descriptions of all the events recorded within the covers of Anderson's United States History, in order to be prepared for the examinations. Five lessons a week were given to this stultifying work. The pupils were demerited, coaxed, scolded, driven, in order that they might cram their little minds full enough of this distasteful minutia "to pass." It required more time of the children to prepare for recitation in history than in any other two subjects in the school course. Many of the teachers recognizing the absolute worthlessness and cruelty of compelling the children to commit the text book to memory, endeavored to have their pupils answer in their own language, but it was found impossible to obtain high per cents. in the written examination for transfer unless the children committed the text to memory. They were too young; they had neither the judgment nor the knowledge and use of language to do so without memorizing the words of the book. As I said in a former report, history cannot be taught successfully by the memoriter plan. No historian, as no chemist or botanist, was ever made by committing text books to memory. Macaulay, the great English historian, spoke in the strongest terms against memorizing lists of dates and dry facts of history. It kills the life out of the subject; it disgusts the pupils and gives them a dislike for historical reading. As the pupils take no interest in it, it is soon forgotten, and there remains only the bitter recollection of tiresome hours devoted to what, if properly taught, brings profit and pleasure. High per cents. were considered the sine qua non of the pupils' success. The teachers were judged by them. The principals and others in authority did not realize the fact that, *under a false method of instruction, the higher the per cents. the poorer the teaching.* So the cramming process went on year after year. Striving for per cents. largely took the place of judicious teaching. And let me say here that wherever the pupils are submitted to a percented written examination in history for transfer to a higher school the subject will be taught in the manner and with the results indicated above. There will be no reading, no investigating outside the text book, so long as the passing of pupils depends upon the per cent. in history. For years previous to the discarding of the old method of teaching history in the intermediate schools, Superintendent Hancock saw and deprecated the method pursued, and in 1872 called the attention of the committee on course of study to it. Dr. Mayo was chairman of the committee and had the good sense to call the principals of the intermediate schools and after thorough investigation to decide, on true educational principles, that the method then in vogue was radically wrong. The committee, under his leadership, sustained by the opinion of the superintendent and two or three of the principals, of whom I had the honor of being one, recommended in their report to the board that the number of lessons per week be reduced to two, that the written percented examinations be abolished, and that the subject be taught according to the plan prepared by the committee. The report was adopted by the board and the plan or method, with some modifications, has been pursued since that time. The principal modifications consist in making biography, which is the soul of history, a prominent feature of the work, and in encouraging children to read historical and biographical works outside of school and to give sketches of distinguished personages and events about which they have read to their classmates. As the method of imparting the instruction has been given in former reports, I will not dwell upon it here.

What have been the results of the new method of teaching history? I answer that, except in a few cases where the teachers have been indifferent or, from lack of ability, unable to handle it correctly, the results have been most satisfactory. The pupils have been inspired with a love of history. The subject, instead of a burden to them, has become a pleasant and delightful study. Thousands of books of history, of travel, of biography, have been read outside of school hours, and a spirit of historical research has been implanted in thousands of pupils that will remain with them through life and that will influence their subsequent reading. What a contrast to the old verbatim method! Then (I speak from personal knowledge) no encyclopædias, gazetteers, or histories other than the text books were brought into the class room. There was no time for consulting these, for the bugbear of per cents. was continually staring both teachers and pupils in the face. The pupils, instead of being encouraged by their teachers, as they are now, to consult reference books and to read good books bearing upon history at their homes, were discouraged from it for fear they would not get as high per cents. in the examination.

INDUSTRIAL SCHOOLS.

Reports of vacation schools for industrial training have been received from Boston and Brookline, Mass. The school in Brookline, which was under the control of the school committee, offered to boys an elementary course of carpentry and joinery, with applications. In Boston, through the munificence of Mrs. Augustus Hemenway, 120 girls were gathered in the Starr-King Public School-House for instruction in some of the industries most desirable for women. These included housework, drawing and coloring, embroidery and fine sewing, and, for the older and stronger pupils, cabinet making. The classes were in charge of 7 teachers. In connection with the subject of industrial training attention should be called to the continued and increasing evidence of the excellent results of the provision for teaching sewing in certain grades of girls' public schools. Reports of the work have been received from Boston, New York, and Philadelphia.

So far as reported to this Office the cities in which provision for manual training has been made in connection with the public schools, or under the auspices of the public school boards, are Boston, New Haven, Philadelphia, Baltimore, Cleveland, Toledo, Chicago, Moline, and Peru.

As a result of long continued deliberation, in the light of much practical experience, the Boston committee on industrial education submit the following plan for organizing manual training as a part of the course of instruction in the public schools:

The shop work adapted to the purposes of general training in the mechanic arts is of two kinds: (1) That which is done at a bench with simple hand tools; (2) that which requires the aid of machinery and steam power. The first kind is elementary in character and preparatory to the second, so that it is convenient to speak of the one as elementary and of the other as advanced manual training.

Advanced instruction in mechanic arts can only be provided for in a central school; but elementary instruction can be provided for on a large scale and economically in such a way as to give a 2-hour lesson once a week to all the grammar school boys who are proper subjects for such instruction.

Suppose a teacher of carpentry, for example, occupying a conveniently situated room, provided with 20 benches, 20 sets of tools, and a quantity of stock, to be visited each half day in the week by successive delegations of 20 boys from the different grammar schools in the neighborhood. Each delegation would simply be excused from attendance at the grammar school on the appointed half day each week and attend the carpenters' class instead. The lesson for each delegation would last 2 hours, although boys interested in their work and not neglecting their other school work might be allowed to stay another hour. The rest of each day would be needed by the carpenter for inspection of the boys' work, care of the tools, and preparation for the next lesson. Working thus he could give instruction to 200 boys in the course of a week (20 boys each half day for five days). The room, the tools, and the teacher's time would be in constant use, so that the greatest economy practicable in that regard would be secured.

As to the number of pupils to be taught at one time, experience seems to have shown that 24 is practically a maximum. The number 20 is here chosen because it is pretty clear that available school rooms would not accommodate more than 20 at one time.

The capacity of room being, say, 200 boys a week, each neighborhood furnishing that number of pupils would have a room and a teacher.

There are now in our grammar schools about 2,800 boys who are 14 or more years old. Assuming that one-half of these boys desire and are otherwise proper subjects for the proposed manual training, it would take 7 rooms and 7 teachers to accommodate them. But, after all, this is only a surmise as to the proportions to which the plan may ultimately grow if it should be managed successfully. At first only one or two rooms should be opened. Success being secured in these, others could be added as need appeared and as competent teachers could be found.

These elementary manual training schools, as they may be called, need not, of course, confine their work to carpentry. There are other kinds of bench and vise work which are of an elementary nature, and provision for which would be simple and inexpensive. But it would probably be best to begin with carpentry alone, and repeat substantially the course of lessons given in the recent Dwight School experiment.

The cost of one elementary manual training school, such as above described, is estimated as follows:

Outfit:	
Tools, twenty sets, at \$25.....	\$500
Benches, twenty places.....	200
Miscellaneous fittings and tools.....	150
	<hr/>
	850
	<hr/>
Running expenses:	
Salary of instructor.....	1,200
Stock.....	300
Repairs, replacement of tools, &c.....	150
	<hr/>
	1,650
	<hr/>
Cost of instructing each boy two hours a week for one year.....	\$8 25

The advanced instruction in mechanic arts, to be provided for in a central school, would require no other facilities than those already possessed by the city, except a suitable forging and machine shop. As the boys in such a school would spend three-fifths of their time in drawing and in book studies, much as is done in the manual training school in St. Louis, they could be well accommodated for that part of the time in the rooms of the Latin and English High School building. There are in that building, besides some vacant class rooms, four rooms especially designed for the use of drawing classes, only one of which is now used.

In these class and drawing rooms the manual training high school could carry on all its work except shop work. Here would be its headquarters. To complete its accommodations it would be necessary to build, on some lot of land in the neighborhood, a forging and machine shop, one story high and lighted from the roof. Such a building need not be expensive. But it is not necessary to go farther into the details of this part of the plan now, since the question of carrying it out will be decided in most minds by the success with which the part relating to the elementary manual training may be carried out.

In conclusion, the committee submit the following orders:

"Ordered, That the city council be requested to appropriate the sum of \$2,500 for the equipment and maintenance of a manual training school.

"Ordered, That the city council be requested to fit up rooms in the basement of the Latin school building, where classes from the grammar schools can be instructed in the use of simple hand tools during the ensuing school year."

In response to a request from the board of commissioners of public schools, Baltimore, the following ordinance was adopted October, 1883:

SECTION 1. *Be it enacted and ordained by the mayor and city council of Baltimore*, That the board of commissioners of public schools of Baltimore City be, and they are hereby, authorized and directed to establish in the city of Baltimore, in some convenient locality as near the centre of the city as possible, a school for manual training under such name or title as said board shall select.

SEC. 2. *And be it further enacted and ordained*, That said school shall be open to the children of the citizens and bona fide residents of the city of Baltimore, and that the admission to said school shall be regulated by the law now existing for the admission of pupils to the public schools of the city of Baltimore, except in so far as changed by this ordinance.

SEC. 3. *And be it further enacted and ordained*, That the age and qualifications for admission to said school shall be fixed and prescribed by said school board: *Provided*, That the fee for the use of tools and materials for pupils who are the children of residents or citizens of Baltimore shall not exceed \$1 each per scholastic quarter.

SEC. 4. *And be it further enacted and ordained*, That pupils from other places may be admitted to said school upon such terms and conditions and upon payment of such fees as said board shall prescribe.

SEC. 5. *And be it further enacted and ordained*, That this ordinance shall take effect from the day of its passage.

The school commissioners have determined to adopt in this school the same general plan that is pursued in the manual training school in St. Louis.

The subject of manual training as an element of popular education was very fully discussed at the meeting of the National Educational Association which was held at Madison, Wis., in July, 1884. Several of the papers presented, notably those by Prof.

Felix Adler, of the Workingmen's School of New York City, and Prof. John M. Ordway of the Massachusetts Institute of Technology, Boston, not only took the ground that manual training should be made a part of general education, but specially advocated the introduction of hand work in wood and iron into the public schools. Dr. C. O. Thompson, of the Rose Polytechnic Institute, Indiana, was not in favor of making hand work in wood and iron a part of public school education, and the general discussion called forth by the formal papers indicated a general agreement with his position. On the other hand, the need of special schools of mechanic arts, including manual training schools, polytechnic schools, art schools, &c., was freely admitted.

Professor C. M. Woodward, director of the St. Louis Manual Training School, commenting on the subject as presented before the meeting, gave expression to well timed cautions. "The air," he said, "is full of schemes for the introduction of manual training into high schools and the higher grades of grammar schools. The recent action of the school boards of Baltimore, Toledo, and Chicago in putting manual training into the high schools and the higher grades of grammar schools is likely to stimulate still more such measures." In view of this outlook, Professor Woodward hesitates just now to encourage the movement; on the contrary, he warns against inconsiderate action. "My advice is," he says, "go slow. Do not mistake the shadow for the substance. Treat manual training with dignity and respect." In expanding the last topic he adds:

Your shop teacher should be well educated and a natural teacher. Don't relegate manual training to the janitor. In a small school the shop teacher may be also the drawing teacher or the teacher of physics. He should be paid as well and rank as high as any assistant. Beware of experienced mechanics who are reputed to be fine workmen, for they will scarcely appreciate your object and will find it easier to do the work themselves than to teach pupils to do it. A bright young teacher who understands drawing can, under a good instructor, learn all the woodwork necessary to begin with in thirty days of three hours each. If you fail to find a good teacher, don't get any; you can afford to wait; you cannot afford to fail.

In view of the general demand for industrial training and of the abundant and authoritative testimony as to the value of drawing in this relation, it is surprising that so large a proportion of our cities still fail to make provision for this branch of instruction. It is to be hoped that the interest manifested in the exhibitions of drawing at the Madison meeting will lead to a great extension of this training in our public schools.

RECESS OR NO RECESS.

The question of recess or no recess, which is exciting much discussion, is one of great importance. It bears directly upon the vital matter of the health of the young, and in my judgment should be decided with chief reference to that matter. The following report is the result of a very careful investigation of the subject, and as such deserves the attention of all who are directly responsible for the conduct of school life:

REPORT TO THE NATIONAL COUNCIL OF EDUCATION, AT MADISON.

[Prepared by J. H. Hoose, PH. D., in behalf of the committee on hygiene in education.¹]

The practice of dispensing with recess during the daily sessions of school is increasing. Its advocates claim: (1) It conserves health by preventing exposure. (2) It tends to refinement by removing the opportunities for rude and boisterous play. (3) It takes away the opportunity for association with the vicious, and consequent corruption of morals. (4) It relieves teachers of a disagreeable duty and lightens their labors.

Considering these claims in their order, we observe—

(1) Exposure to the inclemency of the weather—to rain, snow, wind, severe heat or cold—is occasional and less than that which is incurred in going to and from school, and even this is, in the economy of nature, often invigorating. On the other hand, there is an exposure, constant and always harmful, to the poison of a vitiated atmosphere, for "the greatest sanitary want everywhere is ventilation;" to the inactivity of the yet immature organs of excretion (a danger increased in intensity by the

¹The committee consisted of J. L. Pickard, Iowa; J. H. Hoose, New York; E. A. Singer, Pennsylvania; A. G. Boyden, Massachusetts.

sedentary habit of the school room, which causes a feverish condition of the abdominal and pelvic cavities of the body); to an abnormal growth induced by mismanagement during youth, which means disease and intense suffering during adult life.

It must be remembered that two-thirds of the children of our public schools are yet under 12 years of age. Their entrance into school is often without due preparation for the confinement of the session. Parents have been neglectful. Teachers must supplement this lack of instruction at home in regard to the importance of regular attention to the "wants of nature." The recess suggests the duty. Teachers may enforce it.

As is well suggested by a writer in *The Popular Science Monthly* for November, 1883, "indoor life has already too strong attractions. Out of door exercise should be sought with avidity by every child." Deprivation of sunlight is a serious matter. Involuntary muscles need exercise, and a series of experiments shows that out of door exercise quickens the pulsations by 13.4 per minute, while indoor exercise gives only an increase of 3 per minute, and quiet sitting will bring them 3.8 below normal.

The tendency among Americans is to infirmity of those portions of the system that are situated in and about the pelvic cavity of the trunk. These are the parts that are most intimately concerned in the matter of recess. No mistake should be made here in the school management. Pupils should be placed in the way of opportunities so that they need not suffer danger because of embarrassments arising from the necessities of asking for opportunities.

Dr. Bell, in *The Sanitarian* for December, 1875, uses these effective words:

"If a child of originally healthy constitution be subjected for a sufficient length of time to an atmosphere surcharged with carbonic acid; if it be deprived of light; if it be restrained in physical exercise necessary for the development of its organs; if the wants of 'nature' be neglected; if, above all, the want of supervision, which renders these conditions common to school rooms, be extended to a negligence of the virtues of children, what else can we expect but a generation of dwarfs, a stunted progeny?"

Dr. W. S. Robertson, president of the State board of health of Iowa, writes in response to my request for an opinion:

"Our school system is much at fault as regards primary scholars: Too long hours, too close confinement, too many studies, imperfect distribution of light, and an almost entire absence of ventilation. * * * Little children should not be kept in school more than an hour at a time."

No better authority can be cited than Dr. J. S. Jewell, of Chicago, and his entire letter is given, for he stands among the first of his profession, especially in his knowledge of nervous diseases:

"MY DEAR SIR: Your courteous note of inquiry in relation to the probable effects on the health of pupils by the abolition of recesses and confinement of children for two and a half hours at a session has been received. The subject is one to which I have given special attention, and upon which I am now preparing matter for publication. I have no doubt but that the proposed change of abolishing recesses and lengthening hours of confinement is one every way to be deprecated from the standpoint of the bodily health of the pupils. I am prepared to make this clear to any one, I think. But I cannot discuss the subject within the limits of a note such as you have requested. I am sorry the circumstances of the case do not permit me to state the grounds of my opinion fully. But my opinion, as expressed, has not been hastily adopted, and I have no fear it will be controverted successfully. I am glad to learn you are discussing this important subject.

"Thanking you for your courtesy, I beg to subscribe myself, most sincerely yours,
"J. S. JEWELL."

Dr. W. D. Middleton, professor of physiology in the University of Iowa, writes:

"My ideas have changed much since my own children have begun attending the public schools, and I find that, however much I am inclined to democracy, I fear the schools present it in too large doses for such young stomachs. The recess is an opportunity for the dose of democracy, also of fresh air. Of the two evils I guess the democracy is the least, so fancy the recess should stand. My idea would be something like this: Until our school buildings are perfect in the matter of providing pure air, two or two and a half hours is too long to expose little children to the noxious substances found in breathed-over air, for two reasons, that their demands for oxygen are immense compared with the adult standard and their capacities for absorption of all noxious substances are correspondingly large."

Dr. J. Berrien Lindsley, of Nashville, Tenn., has given this subject much thought, and has made an admirable compilation of authorities in a report of 1879 of the Nashville board of health.

Commissioner Eaton has twice called up the matter in his excellent reports, for 1873 and 1875. In neither of these last named reports is the subject of recesses especially discussed, but the vital importance of abundant fresh air is forcibly presented and the fact cited of universal neglect of ventilation of school rooms.

Occasional exposure to inclement weather is far less to be dreaded in the pure air than is the constant exposure in poorly ventilated school rooms.

If doors and windows be thrown open during indoor exercises, exposure is greater than when children go out of doors properly protected by their wrappings, which they do not think of putting on indoors, and in addition they lose the vivifying effect of abundant sunlight and pure air. Even with windows and doors open, the air of the school room is not changed while the little laboratories of carbonic acid remain in quickened activity within the room.

(2) What is called rude and boisterous play on the school grounds is only rehearsals of the exercises practised, mornings, evenings, and Saturdays, on other grounds, with the advantage on the side of the school recesses in the teacher's supervision.

Physical exercises demand the conscious expenditure of volitional energy, in that they are acts defined by precise limitations; they are never spontaneous activities; they are characterized by purpose; this purpose weights down the physical act with drafts that tend to exhaust physical and volitional strength.

Athletics, in which championship is the motive, train the individual to perform successfully his part in an organized contest where the individual is subordinated to the organization. These exercises develop only those portions of the physical system that are called into exercise by the nature of the game and by the part which the individual has to sustain during its continuance.

Gymnastics are exercises in squads or groups; their effectiveness depends upon numbers; they subordinate the individual to the group; they do not propose the harmonious development of the individual so much as the power of the group; these two cultivate only special organs and powers.

Calisthenics propose rythmical movement; they subordinate the individual to the class; they cultivate the body of each without reference to condition or special needs.

Each class of physical exercises has its own characteristic effect upon the mind. Athletics develop perseverance, courage, and power to adapt one's self to emergencies, as seen in Greece, Rome, and England. Gymnastics develop endurance, faith in one's own powers, faith in powers of groups, as witnessed in Germany. Calisthenics, as practised in Sweden and France, develop taste in the grace of movement, but not the sterner and more robust traits of character. America has adopted the three without attaining prestige in any. Educators may raise with great force the question whether any of these classes of exercises can be substituted in school rooms for those spontaneous exercises of the school yard. This question becomes more important when we reflect that for the school room only one of the three classes named is practicable, and that one the least fitted to restore energy of pupils; it is a source of expenditure of volitional power and does not cultivate equally with play mental traits and aptitudes of courage, of ready adaptation to emergencies or self reliance. Until we have some well devised system of exercises under the direction of a physician who prescribes the kind and degree of exercise suited to each person, as is in vogue in the Hemenway Gymnasium at Harvard, also in Lehigh and in Boston Universities, educators may well hesitate to substitute the restraints of calisthenics for the freedom and spontaneity of life on the playground.

(3) Youthful corruption is far more likely to result from personal influence in secret. Moral evils spread among pupils by written and printed documents or by conversation; both forms of evil covet seclusion. Pupils can spread moral contamination with no effect during school hours, when teachers supervise in person the playgrounds; but permit two or three at a time to pass from under the eye of their teacher and their fellows, and needed restraints are removed. It is true that to the playground will be traced bursts of passion, differences of opinion, accidents, and the strong influences of public opinion of the pupils. All these forces are positive among children; they are the primitive, embryonic forms of that society in which adult life moves. A child that would become a man in society must be inured by practice and experience to the forces into which his adult life will throw him. The patience, forbearance, courtesy, and good nature which characterized the immense throng at the Centennial in 1876 will ever stand as a high tribute to the training which the children in America receive in their association in schools and upon the playground.

(4) Teachers are not entitled to relief at the expense of their pupils; they are not endowed by nature or by law with the sovereign right of eminent domain, the right to appropriate any territory, physical, mental, or moral, at their own good pleasure; they must serve such purposes as society assigns to them. Ease and hardship are not weighty points in the problem, when they are set over against the character of the product demanded. If the no recess plan insures as good a product as the recess plan does, the teacher is entitled to relief; otherwise, not.

For reasons given above, your committee is fully convinced that neither the physical nor the moral well being of the child is subserved by the policy of longer and continued sessions without an out-door recess.

TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of normal schools, instructors, and pupils reported to the Bureau for the years 1874 to 1884 (1883 omitted):

	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.
Number of institutions.....	124	137	151	152	156	207	220	225	233	255
Number of instructors	966	1,031	1,065	1,189	1,227	1,422	1,466	1,573	1,700	1,937
Number of students.....	24,405	29,105	33,921	37,082	39,669	40,029	43,077	48,705	51,132	60,063

TABLE III.—PART 1.—*Summary of*

States and Territories.	Number of schools in each State.	Number of instructors.	Number of students.					Graduates in the last year.	
			Total	Number of normal students.		Number of other students.		Whole number.	Number who have engaged in teaching.
				Male.	Female.	Male.	Female.		
Alabama	6	42	1,308	300	317	306	385	40	26
Arkansas.....	2	3	200	31	9	90	70	4	4
California	3	27	1,213	118	725	177	193	165	113
Colorado	1	1	20	3	17	.....	.....	0	.....
Connecticut	1	9	123	3	120	.....	.....	39	22
Florida	1	6	122	16	9	74	23	1	.....
Georgia.....	1	15	183	35	15	100	33	50	.....
Illinois	3	43	2,160	{ ⁽³³⁴⁾ 262	424	{ ⁽⁴⁴⁷⁾ 340	353	} 73	44
Indiana.....	3	23	688	267	421	.....	.....	65	65
Iowa	4	18	554	95	245	73	141	43	15
Kansas	2	11	593	136	211	100	151	49	32
Kentucky	1	2	.....	.....	.....	.....	.....	.....	.....
Maine	5	30	748	94	384	143	127	102	97
Maryland.....	2	17	467	32	270	65	100	45	.....
Massachusetts.....	8	68	1,142	90	1,029	3	20	191	122
Michigan	2	19	671	160	315	91	105	103	.....
Minnesota	3	37	1,185	185	305	261	434	87	61
Mississippi	2	19	395	129	59	82	125	24	22
Missouri	7	61	2,397	673	629	731	364	135	107
Nebraska.....	2	11	359	175	96	38	50	46	.....
New Hampshire.....	2	5	262	2	60	92	108	18	15
New Jersey	3	14	722	24	233	200	245	87	49
New York.....	10	162	5,966	{ ⁽⁶⁰¹⁾ 615	3,016	{ ⁽¹²⁸⁾ 695	911	} 574	166
North Carolina	10	71	2,052	{ ⁽³¹⁵⁾ 479	413	} 415	429	4	4
Ohio	4	23	340	28	191	63	58	130	22
Oregon	3	21	307	{ ⁽²¹⁾ 72	56	} ⁽¹⁵⁸⁾	13	.....
Pennsylvania	11	175	5,639	1,733	2,626	680	600	337	302
Rhode Island	1	8	160	7	139	.....	14	20	.....
Tennessee	1	14	154	49	105	0	0	51	.....
Texas	1	7	200	77	123	0	0	46	46
Vermont	3	16	509	143	323	22	21	81	73
Virginia	4	70	807	243	277	189	98	37	34
West Virginia.....	7	33	834	396	325	63	50	57	30
Wisconsin	5	59	2,028	382	768	391	487	128	80
District of Columbia	1	1	14	.....	14	.....	.....	13	13
Utah	1	6	73	42	31	.....	.....	20	.....
Washington.....	1	.....	157	10	12	70	65	1	0
Total	127	1,147	34,757	{ ^(1,272) 7,106	14,332	{ ⁽⁷³³⁾ 5,554	5,760	} 2,879	1,564

statistics of public normal schools.

Volumes in li- braries.		Number of schools in which drawing is taught.	Number having collections of models, casts, &c., for free hand drawing.	Number of schools in which vocal music is taught.	Number in which instru- mental music is taught.	Number possessing chemical laboratory.	Number possessing philo- sophical cabinet and ap- paratus.	Number possessing a mu- seum of natural history.	Number possessing a gym- nasium.	Number having model schools.	Number in which students receive diplomas or cer- tificates on completion of course.
Whole number.	Increase in the last school year.										
1,800	210	3	.....	5	4	2	2	.....	.....	4	6
800	50	1	.....	1	1	1	1	.....	.....	1	1
2,450	290	3	2	3	0	3	3	.....	.....	2	3
50	50	1	0	1	0	.....	.....	0	0	1	1
1,600	.....	1	1	1	.....	1	1	1	0	1	1
100	100	0	0	1	1	.....	.....	0	0	0	1
500	50	0	0	1	0	1	1	1	1	0	1
12,200	2,873	3	3	3	0	3	3	3	.....	3	3
2,450	.....	3	1	3	.....	1	1	.....	0	3	2
2,500	20	4	1	2	1	2	3	1	.....	2	3
1,745	.....	2	2	1	2	2	2	2	1	1	2
.....											
3,592	205	5	2	4	.....	3	3	1	0	4	5
3,573	88	1	1	2	1	1	1	.....	1	2	2
3,941	499	8	6	7	.....	5	5	4	.....	4	8
5,973	1,216	1	1	1	.....	1	1	1	.....	1	1
9,200	770	3	2	3	0	3	3	3	0	3	3
800	166	2	1	2	2	2	2	2	0	1	2
5,329	1,532	7	3	7	5	5	7	3	0	3	7
6,031	60	2	0	2	1	2	2	2	0	1	1
350	80	2	0	2	0	0	1	0	0	2	2
550	.....	2	2	2	1	1	2	2	.....	3	3
5,947	18	9	7	8	5	9	9	6	2	8	10
1,547	176	6	2	10	4	.....	5	1	1	9	6
770	27	2	2	4	1	1	2	.....	.....	4	4
200	45	2	.....	2	2	1	2	.....	.....	1	2
22,186	2,342	11	7	11	10	8	11	8	2	11	11
1,178	.....	1	1	1	.....	1	1	1	0	0	1
.....	.....	1	1	1	0	1	1	0	1	0	1
1,300	700	1	1	1	0	1	1	0	1	0	1
2,275	501	3	0	0	0	2	3	2	0	1	3
3,090	247	2	.....	3	1	2	1	.....	1	2	3
6,100	836	3	.....	4	5	1	3	.....	2	1	7
12,850	881	5	2	5	1	4	4	3	2	5	5
150	12	1	1	1	0	0	1	0	0	1	1
.....	.....	1	1	1	0	0	1	1	0	0	1
2,000	100	1	1	1	1	1	1	1	0	1	1
125,127	14,144	103	54	107	49	71	90	52	15	86	115

TABLE III.—PART 2.—*Summary of*

States and Territories.	Number of schools in each State.	Number of instructors.	Number of students.					Graduates in the last year.	
			Total.	Number of normal students.		Number of other students.		Whole number.	Number who have engaged in teaching.
				Male.	Female.	Male.	Female.		
Alabama	3	22	459	98	131	77	153	5	13
Arkansas	1	4	311	(61)		(250)		4	.....
California	2	5	41		41			39	18
Georgia	2	6	290	{ (61) 8	17	{ (204)			.....
Illinois	11	68	2, 101	1, 138	674	143	146	101	59
Indiana	13	104	6, 339	2, 844	1, 903	{ (277) 718	597	401	232
Iowa	10	44	957	332	305	217	103	44	27
Kansas	4	33	1, 382	{ (461)	16	{ (905)		43	32
Kentucky	5	46	α876	{ (98) 125	230	(184)		28	13
Louisiana	4	6	102	35	62		5	11	2
Maine	2	10	α					7	4
Maryland	2	5	α27		20			6	.....
Massachusetts	1	6	16		16			16	9
Michigan	3	18	330	161	169			25	17
Mississippi	3	19	481	155	101	97	128	17	.....
Missouri	3	20	202	105	33	14	50	25	19
Nebraska	2	27	131	4	18	60	49	1	1
New York	3	1	25		15		10	15	13
North Carolina	6	31	965	242	214	{ (309) 103	97	25	17
Ohio	11	106	4, 692	{ (23) 2, 294	982	{ 1, 051	342	233	123
Pennsylvania	7	35	686	226	352	54	54	85	24
South Carolina	6	36	1, 833	{ (24) 266	279	(314) 412	538	36	27
Tennessee	11	74	1, 995	{ (161) 376	296	(69) 628	465	36	27
Texas	1	8	177	2	6	68	101	0	0
Virginia	2	11	328	45	33	100	150	5	.....
Wisconsin	4	16	α164	47	13	61	9	12	12
District of Columbia	5	20	396	209	117	30	40	45	27
Utah	1	9							.....
Total	128	790	α25, 306	{ (889) 8, 712	6, 043	(2, 512) 3, 833	3, 037	1, 265	716

α Classification not reported in all cases.

statistics of private normal schools.

Volumes in libraries.		Number of schools in which drawing is taught.	Number having collections of models, casts, &c., for free hand drawing.	Number of schools in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing chemical laboratory.	Number possessing philosophical cabinet and apparatus.	Number possessing a museum of natural history.	Number possessing a gymnasium.	Number having model schools.	Number in which students receive diplomas or certificates on completion of course.
Whole number.	Increase in the last school year.										
150	.....	3	1	3	2	0	1	1	0	1	3
500	25	1	0	1	1	1	1	1	0	1	1
150	20	2	1	2	.....	.....	1	1	1	2	2
.....	.....	.....	.....	1	1	1	1	.....	.....	.....	1
5,016	394	5	6	8	8	6	6	5	2	2	6
15,250	1,186	10	2	8	6	7	8	4	2	7	12
6,150	363	8	4	9	9	8	8	6	.....	1	9
5,300	320	3	1	4	4	4	4	3	0	1	4
1,832	250	3	1	5	5	1	4	.....	.....	2	3
841	.....	1	.....	3	1	.....	1	.....	.....	1	3
.....	.....	2	1	1	1	1	1	.....	.....	.....	1
.....	.....	1	1	2	1	1	1	.....	.....	.....	1
.....	.....	1	.....	1	0	.....	.....	.....	.....	1	1
.....	.....	3	2	2	2	3	3	3	.....	0	3
700	20	2	0	3	3	3	2	1	0	2	3
5,300	70	1	1	3	2	1	2	1	1	.....	2
8	8	2	1	2	2	2	1	2	.....	1	1
.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....	2
4,016	645	2	1	4	4	1	1	.....	1	2	5
9,700	.....	7	4	8	10	7	7	6	3	1	9
4,416	191	6	1	5	2	3	3	3	1	5	6
1,000	30	5	2	6	4	3	3	2	.....	4	6
5,884	235	5	2	9	8	2	4	5	1	6	8
1,500	40	1	0	1	1	0	1	0	0	0	1
530	80	1	0	2	2	0	0	0	0	0	2
.....	.....	2	1	2	2	.....	1	1	2	1	2
2,807	4	2	.....	5	2	1	1	.....	.....	3	5
100	.....	1	0	1	1	1	1	0	0	0	1
71,150	3,881	81	33	101	85	57	67	45	14	44	103

TABLE III.—General summary of statistics of public and private normal schools.

States and Territories.	Number of normal schools supported by—											
	State.			County.			City.			Other agencies.		
	Number of schools.	Number of instructors.	Number of students, <i>a</i>	Number of schools.	Number of instructors.	Number of students, <i>a</i>	Number of schools.	Number of instructors.	Number of students, <i>a</i>	Number of schools.	Number of instructors.	Number of students, <i>a</i>
Alabama	6	42	617	.....	.....	.....	.....	.....	.....	3	22	229
Arkansas	2	3	40	.....	.....	.....	.....	.....	.....	1	4	61
California	2	26	787	.....	.....	.....	1	1	56	2	5	41
Colorado	1	1	20	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	1	9	123	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida	1	6	25	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	61	15	50	.....	.....	.....	.....	.....	.....	2	6	86
Illinois	2	28	686	1	15	334	.....	.....	.....	11	68	1,812
Indiana	1	20	640	.....	.....	.....	2	3	48	13	104	4,747
Iowa	2	10	322	.....	.....	.....	2	8	18	10	44	637
Kansas	2	11	347	.....	.....	.....	.....	.....	.....	4	33	477
Kentucky	61	2	.....	.....	.....	.....	.....	.....	.....	5	46	453
Louisiana .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	6	97
Maine	4	21	469	.....	.....	.....	1	9	9	22	10	.....
Maryland	2	17	302	.....	.....	.....	.....	.....	.....	2	5	20
Massachusetts	6	59	973	.....	.....	.....	2	9	146	1	6	16
Michigan	2	19	475	.....	.....	.....	.....	.....	.....	3	18	330
Minnesota	3	37	490	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	2	19	188	.....	.....	.....	.....	.....	.....	3	19	256
Missouri	5	53	1,233	1	2	5	1	6	64	3	20	138
Nebraska	2	11	271	.....	.....	.....	.....	.....	.....	2	27	22
New Hampshire	1	4	51	.....	.....	.....	1	1	11	.....	.....	.....
New Jersey	1	11	214	.....	.....	.....	2	3	63	.....	.....	.....
New York	8	121	2,682	.....	.....	.....	2	41	1,550	3	1	15
North Carolina	10	71	1,208	.....	.....	.....	.....	.....	.....	6	31	456
Ohio .....	.....	.....	.....	.....	.....	.....	4	23	219	11	106	3,299
Oregon	3	21	149	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	10	150	3,364	.....	.....	.....	1	25	995	7	35	578
Rhode Island	1	8	146	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	36	569
Tennessee	1	14	154	.....	.....	.....	.....	.....	.....	11	74	833
Texas	1	7	200	.....	.....	.....	.....	.....	.....	1	8	8
Vermont	3	16	466	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	63	64	414	.....	.....	.....	1	6	106	2	11	78
West Virginia	7	33	721	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wisconsin	4	58	1,127	.....	.....	.....	1	1	23	4	16	60
District of Columbia .....	.....	.....	.....	.....	.....	.....	1	1	14	5	20	326
Utah	61	6	73	.....	.....	.....	.....	.....	.....	1	9	.....
Washington	61	.....	22	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	103	993	19,049	2	17	339	22	137	3,322	128	790	15,644

^a This summary contains the strictly normal students only, as far as reported. For total number of students, see the preceding summaries.

^b A department of an institution endowed by the national grant of land to agricultural colleges.

^c Receive an allowance from State.

^d One of these institutions is partially supported from the proceeds of the national grant of land to agricultural colleges, the normal school being part of an institution so endowed.

^e Territorial appropriation.

Appropriations for normal schools.

Name of school and location.	Appropriation for 1882-'83.	State appropriation per capita of pupils in the last year. <i>a</i>
State Normal School, Florence, Ala.....	\$7,500	.....
Normal School for Colored Teachers, Huntsville, Ala.....	2,000	\$10 25
State Normal School, Jacksonville, Ala.....	2,500	10 12
Alabama Normal College, Livingston, Ala.....	2,500	.....
Lincoln Normal University, Marion, Ala.....	4,000	12 54
Tuskegee Normal School, Tuskegee, Ala.....	53,000	17 14
Normal department, Arkansas Industrial University, Fayetteville, Ark.....	.....	.....
Branch Normal College of Arkansas Industrial University, Pine Bluff, Ark.....	2,500	12 50
Los Angeles Normal School, Los Angeles, Cal.....	15,000	\$80 00
Normal department of Girls' High School, San Francisco, Cal.....	\$2,500	.....
California State Normal School, San José, Cal.....	40,000	65 00
Normal department of the University of Colorado, Boulder, Colo.....	.....	.....
Connecticut State Normal School, New Britain, Conn*.....	12,000	100 00
East Florida Seminary, Gainesville, Fla.....	750	30 00
Normal department of North Georgia Agricultural College, Dahlonega, Ga.....	0	0
Southern Illinois Normal University, Carbondale, Ill.....	21,040	38 97
Illinois State Normal University, Normal, Ill.....	24,990	\$49 10
Cook County Normal and Training School, Normal Park, Ill.....	\$25,000	.....
Training school department of public schools, Fort Wayne, Ind.....	(<i>f</i>)	(<i>f</i>)
Indianapolis Normal School, Indianapolis, Ind.....	(<i>f</i>)	(<i>f</i>)
Indiana State Normal School, Terre Haute, Ind.....	22,000	34 37½
Iowa State Normal School, Cedar Falls, Iowa.....	\$40,750	29 00
Normal department of the High School, Davenport, Iowa.....	.....	.....
Chair of didactics, State University of Iowa, Iowa City, Iowa.....	.....	.....
West Des Moines Training School, West Des Moines, Iowa.....	.....	.....
Kansas State Normal School, Emporia, Kans.....	\$15,000	22 00
Normal department of University of Kansas, Lawrence, Kans.....	1,500	.....
Normal department of Agricultural and Mechanical College, Lexington, Ky.....	.....	.....
Eastern State Normal School, Castine, Me.....	.....	.....
State Normal and Training School, Farmington, Me.....	6,500	62 50
Madawaska Training School, Fort Kent and Grand Isle, Me.....	1,300	.....
State Normal and Training School, Gorham, Me.....	6,333½	63 00
Normal department of Maine Central Institute, Pittsfield, Me.....	600	.....
Normal Training and Practice Class, Portland, Me.....	\$2,000	.....
Normal department of Oak Grove Seminary, Vassalboro', Me.....	.....	.....
Baltimore Normal School for Colored Teachers, Baltimore, Md.....	2,000	10 00
Maryland State Normal School, Baltimore, Md.....	10,500	40 00
Boston Normal School, Boston, Mass.....	\$8,160	.....
Massachusetts State Normal Art School, Boston, Mass.....	15,975	65 79
State Normal School, Bridgewater, Mass.....	\$13,262	.....

* From Report of the Commissioner of Education for 1882-'83.

a Exclusive of appropriations for permanent objects.

b Also \$200 from the county.

c For normal pupils only.

d City appropriation.

e County appropriation.

f Appropriation in common with other public schools of the city.

g Includes \$30,000 for building.

h Includes income from endowment.

‡ For 1882.

Appropriations for normal schools—Continued.

Name of school and location.	Appropriation for 1882-'83.	State appropriation per capita of pupils in the last year. <i>a</i>
Training School for Teachers, Cambridge, Mass.....		
State Normal School, Framingham, Mass.....	\$11,800	\$100 00
Haverhill Training School, Haverhill, Mass.....	b1,500	
State Normal School, Salem, Mass.....	14,000	53 84
Westfield State Normal School, Westfield, Mass.....	10,850	77 00
Massachusetts State Normal School at Worcester, Mass.....	11,175	
Course in the science and the art of teaching (University of Michigan), Ann Arbor, Mich.		
Michigan State Normal School, Ypsilanti, Mich.....	c30,815	d48 65
State Normal School at Mankato, Minn.....	12,000	24 00
State Normal School at St. Cloud, Minn.....	12,000	33 05
State Normal School at Winona, Minn.....	15,000	30 00
Mississippi State Normal School, Holly Springs, Miss.....	3,000	19 35
Tougaloo University, Tongaloo, Miss.....	3,000	
Missouri State Normal School, third district, Cape Girardeau, Mo.....	e22,784	40 32
Normal department of the University of the State of Missouri, Columbia, Mo.....	f560	
Lincoln Institute, Jefferson City, Mo.....	8,000	38 00
Missouri State Normal School, first district, Kirksville, Mo.....	10,000	20 00
Liberal Normal School, Liberal, Mo.....	g420	1 00
St. Louis Normal School, St. Louis, Mo.....	h6,395	
State Normal School, second district, Warrensburg, Mo*.....	10,000	25 01
Chair of didactics, University of Nebraska, Lincoln, Nebr.....		
Nebraska State Normal School, Peru, Nebr.....	14,350	40 26
Manchester Training School for Teachers, Manchester, N. H.....	b1,750	
New Hampshire State Normal School, Plymouth, N. H*.....	h6,750	97 00
Newark Normal School, Newark, N. J.....	b1,340	
Normal Training Class, Paterson, N. J.....		
New Jersey State Normal School, Trenton, N. J.....	20,000	
State Normal School, Albany, N. Y.....	18,000	
State Normal and Training School, Brockport, N. Y*.....	18,000	19 23
State Normal and Training School, Buffalo, N. Y.....	17,878	
State Normal and Training School, Cortland, N. Y.....	18,000	
State Normal and Training School, Fredonia, N. Y.....	i21,800	52 60
State Normal and Training School, Geneseo, N. Y.....	18,000	
Normal College, New York, N. Y.....	h96,000	
State Normal and Training School, Oswego, N. Y.....	18,000	55 22
State Normal and Training School, Potsdam, N. Y.....	24,000	
Syracuse Training School, Syracuse, N. Y.....	(j)	

* From the Report of the Commissioner of Education for 1882-'83.

a Exclusive of appropriations for permanent objects.*b* City appropriation.*c* \$7,700 are for improvements and repairs.*d* For normal pupils only.*e* Includes \$12,784 for improvements.*f* Special appropriation for the purchase of books and appliances; other appropriations in common with other departments of the university.*g* \$100 from the State and \$320 from the county.*h* \$1,750 special; also \$1,200 from city.*i* Of this \$3,800 are for repairs.*j* Appropriation in common with the high school.

Appropriations for normal schools—Continued.

Name of school and location.	Appropriation for 1882-83.	State appropriation per capita of pupils in the last year. <i>a</i>
University Normal School, Chapel Hill, N. C	\$2, 000	\$6 00
Elizabeth City State Normal School, Elizabeth City, N. C	500	5 00
State Colored Normal School, Fayetteville, N. C	2, 000	.....
Franklin Normal School, Franklin, N. C	500	5 00
State Colored Normal School, Franklinton, N. C	b1, 005	2 75
New Berne State Normal School, New Berne, N. C	c600	4 00
Newton State Normal School, Newton, N. C*	500	.....
Plymouth State Colored Normal School, Plymouth, N. C	500	4 46
State Colored Normal School, Salisbury, N. C	d1, 092	4 00
Wilson State Normal School, Wilson, N. C	ef800	.....
Cincinnati Normal School, Cincinnati, Ohio	g7, 420	.....
Cleveland City Normal School, Cleveland, Ohio	(h)	.....
Dayton Normal and Training School, Dayton, Ohio	1, 500	.....
Geneva Normal School, Geneva, Ohio*	g1, 112	9 36
Ashland College and Normal School, Ashland, Oreg .....	.....	.....
University of Oregon, normal department, Eugene City, Oreg	0	0
Oregon State Normal School, Monmouth, Oreg	0	0
Pennsylvania State Normal School, sixth district, Bloomsburg, Pa	5, 000	(i)
Southwestern State Normal School, California, Pa	5, 000	(i)
State Normal School, Edinboro', Pa	5, 000	15 00
State Normal School at Indiana, Indiana, Pa	5, 000	(i)
Keystone State Normal School, Kutztown, Pa	5, 000	(i)
Central State Normal School, Lock Haven, Pa	5, 000	(i)
Pennsylvania State Normal School, fifth district, Mansfield, Pa	8, 000	.....
Pennsylvania State Normal School, second district, Millersville, Pa	10, 000	(i)
Philadelphia Normal School for Girls, Philadelphia, Pa .....	.....	.....
Cumberland Valley State Normal School, Shippensburg, Pa	5, 000	(i)
West Chester State Normal School, West Chester, Pa	5, 000	(i)
Rhode Island State Normal School, Providence, R. I.	12, 000	.....
State Normal College, University of Nashville, Nashville, Tenn	10, 000	.....
Sam Houston Normal Institute, Huntsville, Tex	18, 000	90 00
State Normal School, Castleton, Vt*	j2, 056	23 50
Johnson State Normal School, Johnson, Vt	1, 000	20 00
State Normal School, Randolph, Vt .....	.....	.....
State Normal School for Females, Farmville, Va .....	.....	.....
Hampton Normal and Agricultural Institute, Hampton, Va	k11, 463	19 70

* From Report of the Commissioner of Education for 1882-'83.

a Exclusive of appropriations for permanent objects.

b \$500 from the State, \$300 from the county, and \$205 from the Peabody fund.

c \$500 from the State and \$100 from the Peabody fund.

d \$500 from the State, \$250 from the city, and \$342 from the Peabody fund.

e \$500 from the State, \$100 from the county, and \$200 from the Peabody fund.

f For 1882.

g City appropriation.

h Appropriation in common with other public schools of the city.

i Fifty cents a week for normal pupils and \$50 to each graduate agreeing to teach two years in the State.

j Includes \$120 from rent of land.

k Received annually from the State, being one-third of the income in this State from the congressional grant of land to agricultural colleges.

Appropriations for normal schools—Continued.

Name of school and location.	Appropriation for 1883-'84.	State appropriation per capita of pupils in the last year. ^a
Virginia Normal and Collegiate Institute, Petersburg, Va.....	\$120,000	\$45 37
Richmond Normal School, Richmond, Va.....	b3,725	c30 00
Concord State Normal School, Concord, W. Va*	1,450	35 00
Fairmont State Normal School, Fairmont, W. Va.....	2,000	.....
Glenville State Normal School, Glenville, W. Va.....	2,000	17 00
Storer College, Harper's Ferry, W. Va.....	d800	3 00
Marshall College (State Normal School), Huntington, W. Va	1,200	.....
Shepherd College, Shepherdstown, W. Va.....	1,050	.....
West Liberty State Normal School, West Liberty, W. Va	1,140	25 00
Milwaukee Normal School, Milwaukee, Wis.....	b1,500	.....
State Normal School, Oshkosh, Wis.....	.....	.....
Wisconsin State Normal School, Platteville, Wis .....	.....	.....
State Normal School, River Falls, Wis.....	16,113	41 95
State Normal School, Whitewater, Wis	21,252	.....
Minor Normal School, Washington, D. C .....	.....	.....
Washington Normal School, Washington, D. C	(e)	(e)
Normal department of University of Deseret, Salt Lake City, Utah	f5,000	68 50
Normal department of University of Washington Territory, Seattle, Wash....	0	0

* From Report of the Commissioner of Education for 1882-'83.

a Exclusive of appropriations for permanent objects.

b City appropriation.

c City cost per capita.

d \$600 from the State and \$200 from the county.

e Appropriation in common with other public schools of the city.

f Territorial appropriation.

Table III presents the statistics of 255 normal schools, having 1,937 instructors and 60,063 students. Of the whole number, 127 are public normal schools, having 1,147 instructors and 34,757 students, the number of normal students being 22,710. The private normal schools number 128, with 790 instructors and 25,306 students, of whom 15,644 are normal students. Of the public normal schools, 103 are supported by State, 2 by county, and 22 by city appropriations. Few cities maintain normal schools and the amount of money expended by the cities in this work is small as compared with other expenditures for education.

Like normal schools in general, the city normal schools fall into two classes: those which are strictly professional, as the Boston and Washington normal schools, and those which combine academic and professional courses, as the Philadelphia Normal School and the Normal College, New York City. The age and standard of qualification required for admission to the former schools are necessarily higher than are required for admission to the latter, the purpose being to secure scholars of sufficient maturity and attainments to enable them to profit by the special training. This is an important consideration, since training in the theory and art of teaching in the case of ignorant, immature pupils is in danger of degenerating into a mere mechanical drill upon methods.

The training of the city normal schools of the first class mentioned is directed chiefly to the preparation of teachers for the primary grades. It is sometimes objected that here too much stress is placed upon methods. Such is perhaps the tendency, but those familiar with the work going on in the schools of this class that enjoy any prestige as training schools are aware that it is a tendency which is watched and restrained. The ideal of pedagogic training, it must be remembered, is as yet imperfectly formed, but so far as it applies to primary teachers it is without doubt in the line of the exercises encouraged in the normal schools referred to. The observation of children with the view of finding out their mental and moral attributes and the limits of their powers; the knowledge of the results of similar observations by others; the consideration of the subjects of elementary instruction; of the relation which these bear to the sensible objects and living interests that make up the child's world; of the order and the means by which they may best be presented to the child's attention and excite the voluntary and agreeable action of his mind — these are the matters that are urged upon the attention of normal students. The practical results of these studies, investigations, and exercises are seen in the improvement that has taken place in the past few years in the city primaries.

The endeavor is being made to secure such a representation of the work of city normals at New Orleans as shall indicate, in some measure at least, the methods of instruction that have been wrought out by them. The success of similar representations from foreign schools in the Health Exhibition, London, leads to the hope that the contemplated exhibition in our own country will bring about a more intelligent and more general understanding of what these schools are contributing to the public benefit.

State normal schools, established either as separate institutions or as departments of universities or colleges, are reported from all the States, save Delaware, Louisiana, Nevada, Ohio, and South Carolina. The table of appropriations shows that, on the whole, these schools are well supported, though in some States the funds allowed are not sufficient to secure either the teaching force or the material appliances required. The Western States, it will be observed, are fully up to the standard of the older Eastern States in respect to this provision. Thus, Wisconsin, admitted as a State in 1848, population (census of 1880), 1,315,497, maintains four State normal schools, appropriations for two of these for the current year being \$37,365. New Jersey, with about the same population (1,131,116), maintains one State normal school; appropriation for the year, \$20,000. Nebraska, admitted as a State in 1867, established a State normal school the same year. The appropriation to this school for 1884 was \$14,350, a little more than the appropriations reported for three of the four State normal

schools of Maine. The appropriations to the three State normal schools of Minnesota for the year amount to \$39,000.

The support given to the provision for training teachers in these comparatively new States is one of the many evidences of the unanimity of feeling with respect to popular education characterizing the settlers from the East and from foreign countries.

The multiplication of normal schools in the Southern States is an important fact in the recent history of popular education in our country. In 1867 the Richmond Normal School, Richmond, Va., and the State Normal School (Marshall College), Huntington, W. Va., were established. These were the earliest normal schools, organized as such, in the States that have received the benefit of the Peabody fund. Now 35 public normal schools are reported from these States, with appropriations from public funds amounting for the year, so far as reported to this Office, to \$212,228.

The following comparative table shows more fully the development of this class of schools in the Southern States:

Public normal schools.

States.	1870.				1880.		
	Number.	Students.	Income from taxation and public funds.	Income from other sources.	Number.	Students.	Appropriations.
Alabama	14	488			3	560	\$13,500
Arkansas	1	62	\$3,061	\$7,000	2	210	a12,000
Delaware	1	100		4,000			
Florida	2	475	5,500	3,000	1	127	
Georgia	4	657	6,887	1,000	2	302	b11,500
Kentucky	1	210					
Louisiana	1	126					
Maryland	3	265	9,800	780	2	441	12,500
Mississippi					2	417	5,000
Missouri	5	558	7,629	10,475	6	1,388	a40,684
North Carolina	5	327	1,251	2,320	2	347	4,000
South Carolina	1	500	8,000		1	167	b5,000
Tennessee	2	150	600	1,500	1	142	
Texas					2	168	32,500
Virginia	4	295	3,400	14,050	1	354	b10,329
West Virginia	2	455	5,800		6	435	
District of Columbia					2	39	c2,000
Total	46	4,668	51,908	44,725	33	5,097	149,013

a This is exclusive of appropriation to the normal department of the State University, which appropriation is made in common with that of other departments.

b This appropriation, which is from the proceeds of the national grant of land to agricultural colleges or in lieu of the same, is not specifically for the normal departments of the institutions so endowed.

c For one school only.

Private normal schools, 1880.

State.	Number.	Students.
Alabama.....	4	789
Arkansas.....	1	239
Delaware.....		
Florida.....		
Georgia.....	1	50
Kentucky.....	6	395
Louisiana.....	3	352
Maryland.....	3	372
Mississippi.....	2	9
Missouri.....	2	86
North Carolina.....	6	633
South Carolina.....	3	820
Tennessee.....	11	1,528
Texas.....	4	398
Virginia.....	2	370
West Virginia.....	1	245
District of Columbia.....	3	200
Total.....	52	6,336

The legislature of Louisiana at the session of 1883 passed an act to establish a State normal school, to be located at the city or town offering, in the judgment of the board of education, the greatest facilities for the establishment and success of such an institution. Natchitoches was finally selected, but the organization of the school is delayed by an unfortunate accident. By some oversight, the appropriation (\$6,000) named in the bill was omitted from the general appropriation act, so that the matter will probably be held in abeyance until the meeting of the general assembly in 1886.

While the purpose of the State normal schools is everywhere the same, viz, the training of teachers for the common schools, the courses of study, methods of training, and standards of attainment which they present differ greatly. States in which the public school system is of long standing and includes ample provision for advanced courses of study naturally require a higher degree of preparation in the teachers of the common schools than is possible in States in which popular education is a matter of recent interest or in which the population is scattered and largely pioneer in character.

The province and functions of normal schools have been prolific subjects of discussion in educational conferences for the past few years, and the result is apparent in a clearer conception of the special character of the work on the part of those to whom it is intrusted and in more definite and satisfactory results on the part of the students. In this improvement all of the schools have participated to a greater or less degree. The importance of drawing public attention to the operation of these schools cannot be too strongly insisted upon.

Often they are hampered by public opposition at the very time when principles and methods that have been brought to light and established by long and patient effort on their part are receiving favorable recognition.

That view of the interior working and far-reaching influence of one of these institutions which was so impressively set forth by Dr. Edward Brooks¹ in his farewell

¹ Dr. Edward Brooks, for seventeen years principal of the normal school, Millersville, Pa., resigned in 1883, and delivered his farewell address at the commencement exercises in that year.

address as principal of the normal school, Millersville, Pa., could be paralleled by many other schools of this class. He said:

In assuming the duties of principal, I had certain ideals in respect to the character and work of a normal school which I have endeavored to realize during my administration. The first and leading object at which I aimed was the thorough scholastic and professional training of the students. It was my ambition to make the Millersville Normal School one of the very best in the State or country. To accomplish the first part of this object, the several departments of instruction were more distinctly organized, the salaries of the professors were raised, and persons with special qualifications placed and kept at the head of these different departments. These changes were rewarded by the wide reputation of our students for thorough scholastic preparation in whatever branches they had studied or pretended to teach. In the department of professional training, a thorough knowledge of the nature of the mind was regarded as lying at the foundation of a teacher's work; and the course in mental philosophy became a source of inspiration and power to our graduates, not only as teachers, but in the various vocations of life in which they engaged. In the science and art of teaching, the effort was made to ground the student teachers in the broad and fundamental principles of education, and to train them to make a practical application of these principles in the actual work of the school room.

In the practice of teaching, special attention was given to primary instruction; and the character of this work is indicated by the fact that many of the most practical methods of the so-called Quincy system had never been heard of. In addition to this, the effort was made to show the dignity and excellence of the teacher's vocation and to inspire the minds of the pupils with a love for and a desire of high attainments in the profession of teaching. Though never fully reaching my ideal, the value of the work that was accomplished may be indicated by the enthusiasm and efficiency of our pupils and graduates as teachers and educators, many of whom are to-day occupying distinguished positions as teachers in high and normal schools, city and county superintendents, &c. Indeed I may be permitted to say that the methods of teaching which have been worked out in this school have not only given skill and success to the thousands of pupils educated here, but are to-day largely in use from Maine to Oregon and Texas, aiding in giving direction and inspiration to the work of education all over our broad country.

ABSTRACT OF RECENT CORRESPONDENCE ABOUT THE SALARIES OF NORMAL SCHOOL PRINCIPALS.

Many inquiries have been addressed to this Office as to the salaries of principals of normal schools, a matter which must obviously have great weight in determining the character and efficiency of the schools. The following statement, compiled from recent information, shows the salaries of the principals of normal schools in 27 States in 1884:

Alabama: School at Florence, \$1,500; at Marion, \$1,200; at Tuskegee, \$900; at Huntsville, \$675; annual session of nine months.
 Arkansas: Normal department of Arkansas Industrial University, \$1,500 per annum
 California: School at San José, \$3,600; branch at Los Angeles, \$3,000.
 Connecticut: School at New Britain, \$2,600.
 Illinois: School at Normal, \$3,500; at Carbondale, \$3,150.
 Indiana: School at Terre Haute, \$3,000.
 Iowa: School at Cedar Falls, \$2,000.
 Kansas: School at Emporia, \$2,000.
 Maine: Schools at Castine, Farmington, and Gorham, each \$1,800.
 Maryland: School at Baltimore (for whites), \$2,500.
 Massachusetts: One at \$3,000; three at \$2,600; one at \$2,400.
 Michigan: School at Ypsilanti, \$3,500.
 Minnesota: Three schools, at \$2,000 each.
 Mississippi: School at Holly Springs, \$1,500.
 Missouri: Three schools for whites, \$2,200 each; one school for colored, \$1,500.
 Nebraska: School at Peru, \$2,000.
 New Hampshire: School at Plymouth, \$2,000.
 New Jersey: One school, \$3,000.
 New York: Eight schools, at \$2,500 each.

North Carolina: School at Fayetteville, \$1,000 (ten months); at Plymouth, New Berne, Franklinton, and Salisbury (four months), \$200; institutes, at \$30 per month.
 Pennsylvania: Eight schools, average \$1,800, with board and lodging besides.
 Rhode Island: School at Providence, \$3,000.
 Tennessee: School in the University of Tennessee, \$3,000.
 Vermont: No settled salaries; three schools, from \$900 to \$1,500 each per annum.
 Virginia: School at Farmville (whites), \$2,500; at Petersburg (colored), \$1,200.
 West Virginia: One at \$1,200; three at \$1,000; two at \$900.
 Wisconsin: Four schools, at \$2,500 each.

PEDAGOGICS IN UNIVERSITIES AND COLLEGES.

Chairs of pedagogics or didactics have been established in the Universities of Michigan, Missouri, Iowa, Nebraska, and Wisconsin. Johns Hopkins University has in various ways made its influence felt upon the teaching profession, and its work in this direction promises to be greatly extended through the lectureship of psychology which has been accepted by G. Stanley Hall, PH. D.

The distinction between this department of the university and the work of the normal school should be kept clearly in mind. The training of the normal schools will, under some circumstances, merge into that of the universities; under others, it may be possible and desirable that the two should be pursued simultaneously; and always, if the university training in pedagogics be sound and strong, it will make itself felt in the work of the normal schools; nevertheless, the two are sufficiently removed from each other in character and purpose to prevent waste of resources and confusion or antagonism of effort. In Germany the training school on the one side and the pedagogic department of the universities on the other have full development. In Great Britain it is coming to be more and more clearly recognized that both are alike essential in maintaining a high standard of excellence among teachers, inspectors, and other officers directly engaged in the service of education. The separate functions of the two agencies were very freely discussed at the International Conference on Education held in London in connection with the Health Exhibition, the university side of the work being treated with special force and discrimination. While it would be impossible to give here any summary of the papers read or the discussions which they called forth, I present a few observations by some of the speakers:

THE UNIVERSITIES IN RELATION TO TRAINING OF TEACHERS.

[Extract from a paper presented by Rev. R. H. Quick, formerly lecturer on pedagogics at the University of Cambridge.]

The universities ought to be the brains of our social system. They naturally attract many of the best intellects in the country and they afford them the most favorable conditions for working. A vast amount of thought has already been given to the theory of education and a number of valuable principles have already been established. Let the universities appoint able men to bring these principles together and to apply them to the solution of the educational problems of our time. In this way the universities will fulfil the function of the brain and get the thinking done. There will be plenty of practice in any case, and it is only by thinking that the universities can affect it. Undirected or misdirected activity is the chief danger of our time. * * * All I wish to urge is this, that the distinctive function of a university is not action, but thought, and that the best thing the universities can do for schoolmasters is to employ some of their keenest intellects in considering education on the side of theory and in teaching such principles respecting it as have been or can be established.

PROFESSORSHIPS AND LECTURESHIPS ON EDUCATION.

[Extract from a paper presented by J. M. D. Meiklejohn, M. A., professor of the theory, history, and practice of education in the University of St. Andrews.]

I will put the question I have been trying to answer in another way. What can the universities do for education? What can they do for the processes that are going on daily in our schools? A university is a place for study and research; but it is also a place for distribution. It tries to distribute first hand knowledge along with the

germs of further growth in it; and it tries to give to its alumni the best culture. Can we not find within its walls men who will give their whole lives to observing and thinking about the different processes that go by the name of education, just as we have men who give their lives to medicine, or to anatomy, or to physical science?

The universities might now at length say: We will study how all this should be done—under what conditions, and how it may be best done; we will begin at the beginning, and we will not shut out from the scope of our inquiries any kind of mental procedure whatever. We will test the experience of teachers and try to make the best experience of all teachers available for each one—and that the youngest. We will study methods, and try to make our methods living. We will show the best means of having clear perceptions, of forming clear and adequate conceptions, and of coming to true and full judgments. We will show how a teacher may make his school a scene of search, of creative work—of happy search and of happy creative work. We will not merely examine schools; we will guide and teach and inspire them. We will further produce a body of literature which will inform the young teacher on all that he requires to know; and we will do this, not by fits and starts, but in a systematic, persistent, and vigorous fashion. And, while we hope to teach the teacher and show him how to form the young and growing minds of England, we hope, at the same time, to learn as much from our pupils as they learn from us. As we try to connect ourselves with and to be of use to all the learned professions, this profession of teaching—which shapes the intelligence of the nation at each remove and lies at the basis of all the other professions—shall now be our special and our sacred care.

Professors of education, then, stand for method and for methods, for a careful search after the new and a frank criticism of the old, for first-handness in thought, culture, and knowledge, for fidelity in distribution, for the introduction of the growing and receiving mind to all that is best in art, in science, in history, and in expression.

The objection to special training in the theory and art of teaching on the ground that the acquisition of general knowledge, under the guidance of expert instructors, accustoms one to the methods most effective in the work of imparting instruction, has been well met by S.S. Laurie, M. A., professor of education, University of Edinburgh. He says:

We are told that our public schools have such admirable methods and so noble a tradition in teaching that young men who enter them as assistants, and who have themselves been public school boys, are "to the manner born," and, if they have anything to learn, will soon learn it by watching the head master and submitting themselves to his advice. That the young assistant will by these means acquire the habit of his school, whatever that may be, I do not doubt. But is that habit a good one? Has the head master himself studied philosophy and method? Is he not simply repeating his predecessors? Or is he perchance inspired? No one will be found at this time of day to defend Keatism as it flourished at Eton, fagging in the forms it assumed at certain public schools, and other brutalities which brought shame on the name of christian, not to speak of the name of educator. I do not suppose any one, save a survival in some grammar school situated in some region remote and melancholy and slow, will defend the method of acquiring the Latin grammar by imposing the learning of Latin rules. I do not suppose that any competent head master now maintains that the sole engine of moral discipline is the constant rod. I do not suppose that ignorance of geography, of history, of English, of the facts and laws of nature, will now be regarded as an essential characteristic of the best English education. These things are mostly of the past. But why? To what is all this due? To writers on education, to the progress of society generally, and to one or two distinguished practical educators, such as Arnold. Were Arnold alive now and were he to initiate a course of lectures on education at Oxford, would our present head masters not think it desirable that their future assistants should sit at his feet for a couple of terms? There is no Arnold now, but nature repeats a type though it never repeats an individual. The optical law whereby an object becomes smaller the further it is removed from the eye is inverted in the case of men. The distance to which death removes them makes them larger, not smaller. You may have confidence that God did not exhaust Himself in the pedagogic field when he made Arnold. There was still some energy left for the production of men who could teach others to teach and inspire them with the noble aims of true educators of youth. Grant that, through the influences to which I have alluded, we are now better than in the past, yet surely it is the insanity of self satisfaction to conclude that now at this time of speaking, in August, 1884, our public schools and middle schools and primary schools are at last perfect in their aims, methods, and discipline. Even if they were, would it not be desirable that the young aspirant should be introduced to the principles which underlie and explain and vindicate that perfection, and to the instructive history whereby that perfection has been happily reached, that so he may be guarded against degeneracy, and that a school of education may preserve for the future all that is good in the present?

Had Roger Ascham's College, at Cambridge, founded a lectureship on the first two books of Quintilian and on Ascham's own work, and done nothing more, the whole character of English public school education would have been revolutionized more than 200 years ago. We should have been as great a nation, measured by the standards of imperial power and wealth, but our citizens would have had a better use of their brains, greater love of truth, more open minds, more kindly hearts, more of wisdom, justice, and righteousness. If I did not believe this, I should give up the whole question of "how to educate" as vain and empty talk; but I should have at the same time to give up my belief in humanity and in the possibility of a true civilization.

THE TRAINING OF TEACHERS.

[By Dr. Stoy, lecturing professor and principal of the training college at the University of Jena, Saxe-Weimar.]

I am glad to see that one of the most important problems in the life of any civilized nation, the training of teachers, figures among the subjects in the program of the educational conference. In most countries the plan of studies, both in the classical and the modern schools, is such as to be positively injurious to the physical and moral health of the pupils, and rather to disgust them with their studies. But a reform of schools is impossible without a reform of the training system for teachers. By what means can a reform be carried out?

Now, in the first place, it stands to reason that masters or teachers at higher schools cannot possibly be trained and led in the right way by a few occasional hints only. Secondly, a thoroughly systematic and methodical course of training is absolutely necessary to obtain good, efficient teachers. Thirdly, it is a fact that all attempts made at German universities to train masters, without the strictest discipline, have been either without a satisfactory result or absolutely fruitless.

Permit me to lay before you the principles on which I have trained masters for more than 25 years in the training college at the University of Jena, Saxe-Weimar, a college long since founded and attached to the university and reorganized in 1876 by an enlightened government on the basis of my method. A large number of masters, principals, and inspectors in Germany have gone forth from the Jena Training College.

My training college has two courses:

First course. Principles and theory: (1) In order to avoid and prevent all mechanical cramming and superficial varnish in the place of a thorough education, the training college student has to work his way through the whole system of philosophic pedagogics. Thus he becomes acquainted with the leading ideas and aims for teaching work, discipline, and health. (2) He has to study psychology to enable him to find the proper ways and means of dealing with his pupils. (3) In order to find examples and models for his vocation, he also studies the history of education.

Second course. Practical training: (1) The practical application of theory consists in the training college student learning how to control himself in his didactic intercourse with the pupils. (2) For this purpose a complete school of several classes or forms must be attached to the training college. (3) Every student is directed and guided in his teaching work in one special form, and later on in all the forms and all the branches gradually. (4) Every student works out a plan or program for every lesson he is going to give, and hands it over to the principal for approval. (5) During the class work other students and the principal himself are present. (6) The teaching work done in the classes is thoroughly criticised in special conferences by the principal and others who have attended. (7) In this manner every student is taught how to criticise not only others, but himself as well, and thus he turns theory into succum et sanguinem.

It is gratifying to know that the progress of pedagogics in our universities is attracting much attention abroad. The work of Professor Payne in Michigan University was particularly referred to in the conference. Rev. R. H. Quick observes:

The very mention of universities and the training of teachers will at once suggest to you the names of Professors Laurie and Meiklejohn in Scotland and Payne¹ in America.

¹The following paper presents in brief outline the course of instruction developed by Professor Payne:

INSTRUCTION IN PEDAGOGICS IN THE UNIVERSITY OF MICHIGAN.

1. The work in pedagogics is on the same basis as other work in the department of literature, science, and the arts, save that none of it is required for graduation.
2. There is no normal department in the University of Michigan. The work in pedagogics is elective.
3. During the past four years the average number of students per year in pedagogics has been

The importance of bringing all grades and classes of schools into closer relation with one another and of securing to the largest possible number of teachers the best scholastic influences is coming to be more and more clearly recognized in all civilized countries. It is seen to be especially desirable that certain resources which can only be found in the highest and most richly endowed institutes should be available in the training of teachers, even of those who are not likely to reach the privilege by matriculation in these superior institutions. This is a matter which has also provoked much recent discussion and effort in England.

The movement has valuable suggestion for us, although the conditions of superior and elementary institutions of Great Britain differ materially from those of this country. The desirability of closer affiliation between the training colleges and the universities was urged by Mr. T. E. Heller, at a recent meeting of the executive committee of the National Union of Elementary Teachers.¹ Mr. Heller moved "that in the opinion of this executive it is desirable that the training colleges for schoolmasters should be affiliated to the universities and the curriculum so modified as to carry Queen's scholars forward to the university degrees."

I quote as follows from his speech in support of the motion, as reported in the School Board Chronicle:

The motion, he said, was a difficult one to press to a practical conclusion, and he was of opinion that it would not be possible to effect the reform all at once, but that it must be a gradual process, extending over a number of years. The general idea underlying the motion was that it would be an enormous advantage to education, and also to the teaching profession, if the general education of teachers were not separated so much, as at present, from the general literary life of the country, and not so specialized as to put—almost without a chance of removing it—a class mark upon those acting in the position of elementary teachers. This question was also connected very closely—though he did not wish to make much of that point at present—with the idea that the certifying power for a profession should not be under government control. The granting of the certificates by the education department made the elementary teacher, in a certain measure, the creature of the department, and placed him very much at its mercy. During the last eight years there had been a considerable tendency in the direction indicated by this motion. Fourteen years ago he had a conversation on this subject with the present inspector of training colleges, and knowing that he was in sympathy with the general idea of assimilating the training college course, as much as possible, and the university course, he felt confident that he would endeavor to make changes in that direction. He therefore felt bound, while criticising the curriculum of training colleges, to acknowledge the very substantial change which had been made bit by bit, and, as it appeared to him, timidly, in the direction of bringing it nearer to that of the London University. His idea was that, by the coöperation of the training colleges and the university authorities, it might be possible in the future to practically affiliate the training colleges to the universities, so that residence in the training college might count for a certain term and

about 65. On the average, about one-half the students in each graduating class have received instruction in this subject.

4. Three conditions are required for obtaining a teacher's diploma: the degree of bachelor; a teacher's course; one of the longer courses in pedagogics (see calendar 1882-'83, p. 77). This diploma has no legal value.

5. The courses in pedagogics, as now organized, are as follows:

First semester.—(1) Practical: The art of teaching and governing; methods of instruction and general school room practice; school hygiene; school law. Recitations and lectures: text book, Fitch's *Lectures on Teaching*; Tuesday, Wednesday, Thursday, and Friday, 2-3. Professor Payne.

(3) School supervision: Embracing general school management; the art of grading and arranging courses of study; the conduct of institutes, &c. Recitations and lectures: text book, chapters on *School Supervision*; Monday and Wednesday, 8.15-9.15. Professor Payne.

(5) The historical development of educational systems and methods. Lectures: Tuesday and Thursday, 5-6. Professor Payne.

Second semester.—(2) Theoretical and critical. Lectures: Tuesday, Wednesday, Thursday, and Friday, 2-3. Professor Payne.

(4) Seminary: For the study and discussion of special topics in the history and philosophy of education. Monday and Wednesday, 8.15-9.15. Professor Payne.

A prescribed course of reading will be required in connection with courses 1 and 2. Either course 1 or course 2 is requisite to obtain a teacher's diploma. Students whose purpose is to prepare themselves for ordinary school room duties are advised to pursue course 1; those who propose to assume the management of high schools or of graded schools should take course 3 in connection with course 1.

6. The attendance for the first semester, 1883-'84, is as follows: Course 1, 30; course 3, 15; course 5, 10.

¹ Mr. Heller is a member of the school board for London and secretary of the National Union of Elementary Teachers.

go to shorten the necessary term of residence at a university, if any one wished to complete the university degree on leaving the training college. They had some encouragement in this matter from what was done in Scotland. There the universities were on a totally different basis from the universities in England. In Scotland, they were, to an extent which was almost lamentable, doing what the best secondary and high schools were doing in this country. The entrance to the university in Scotland was often a mere show. There was no examination. Any one might go up to Glasgow straight from the plough or the shop, without knowing anything, and by paying his matriculation fee of 3*l.* be entered as an undergraduate. The Scotch were now endeavoring to insist upon an entrance examination. The Scotch code provided that certain Queen's scholars whose names were specially marked in the list might, during their residence in the training college, attend the courses at the university. From a conversation with Mr. Boyd during the past week, he found that 53 per cent. of the students in his college — and the number was about the same for colleges generally — had during their two years' residence in the training college completed three terms at the university. When it was remembered that a degree for any university in Great Britain was recognized for higher appointments, it was clear that the teachers who were being trained in Scotland, whatever might be the comparative value of the various degrees, were gaining a professional advantage over the English students.

A movement had been going on for some years for the extension of university teaching among the working classes and the general population in the towns, and he could conceive of no plan which would carry university influence and the tone of university education more among the people than through the teachers in the elementary schools. This idea should be supported by all who proclaimed their desire to support a university extension scheme. He had gone carefully through the present curriculum of training colleges, and, notwithstanding the very excellent changes during the past six or eight years, a great deal of the course was still for the best of the Queen's scholars a waste of time. He thought they had got into a stereotyped style of education. They devoted too much time to the mere facts of geography and history and to knowledge which was no doubt useful and valuable, and which they could have in their elementary schools, but which a well trained mind would be able to get up for the occasion at any time. This valuable period of training should be given to training and culture instead of getting up mere facts. The subject had been brought under the notice of the authorities at Oxford. There seemed to be every disposition at Cambridge to fall in with some such arrangement in the case of the colleges that were near the universities. It might be possible, with the consent of the training colleges, to have the university professors going to the colleges to give certain courses of lectures, as in the case of Nottingham and other colleges which had been affiliated with Cambridge. There seemed to be a general desire for this change, and the thing now to do would be to strike out a practical plan. Until he had had communications with the officers of training colleges, it would be almost impossible to strike out the exact form which this movement should take; but he had no hesitation in moving this resolution in general terms proposed. This would necessarily result in the establishment of a faculty of education at the university, and that would be the stamp which would mark the teacher of the elementary, middle, or higher school. For a long time he felt that the universities were not the proper parties, but he had changed his views, and now believed that public opinion would not so easily recognize any certifying authority outside the department as the universities. It would be a great advantage in affiliating the training colleges to the university if the colleges were in the same town. They could then be put under the discipline of the university, and it would be possible to get not only the passing of a university test, but a university education, which was a totally different thing. If the London University became a leading university, there would be a number of training colleges at once brought within range of university influence. Several of the other colleges were also within easy reach of the universities. He could see that it would be possible ultimately to get the idea carried out effectively. He would be satisfied if, on this occasion, they would affirm the desirability of it without binding themselves to any definite plan, and would authorize him to pursue the inquiries officially, and see whether the union could not be the instrument for carrying it out.

TABLE IV.—COMMERCIAL AND BUSINESS COLLEGES.

The following is a comparative exhibit of colleges for business training, 1874-1884 (1883 omitted):

	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.
Number of institutions	126	131	137	134	129	144	162	202	217	221
Number of instructors.....	577	594	599	568	527	535	619	794	955	1,015
Number of students	25,892	26,109	25,234	23,496	21,048	22,021	27,146	34,414	44,834	44,047

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TABLE IV.—*Summary of statistics of commercial and business colleges.*

States and Territories.	Number of schools.	Number of instructors.	Number of students.			Number of books in libraries.	Increase in the last year.
			Total number of students, excluding duplicate enrollments.	In day school.	In evening school.		
Alabama.....	2	9	39	39	0	.....	.....
Arkansas.....	1	3	324	324	.....	264	70
California.....	5	32	a882	711	96	800	75
Colorado.....	1	4	65	57	8	.....	.....
Connecticut.....	1	4	170	129	41	.....	.....
Georgia.....	2	7	b257	255	.....	.....	.....
Illinois.....	22	114	c5,600	4,630	738	20,400	1,860
Indiana.....	10	39	2,812	2,242	570	1,830	55
Iowa.....	14	62	3,009	2,565	597	3,255	370
Kansas.....	3	14	680	624	126	200	.....
Kentucky.....	6	22	684	439	245	4,500	100
Louisiana.....	2	13	310	286	24	2,055	91
Maine.....	4	18	744	668	174	750	105
Maryland.....	2	22	1,405	1,105	300	.....	.....
Massachusetts.....	6	19	759	588	171	300	.....
Michigan.....	11	41	1,940	1,656	411	14,527	1,587
Minnesota.....	4	19	d1,017	672	128	889	120
Mississippi.....	3	12	182	182	.....	1,200	50
Missouri.....	12	60	2,118	1,738	380	3,250	110
Nebraska.....	2	8	325	325	.....	.....	.....
New Hampshire.....	3	6	325	242	83	0	0
New Jersey.....	7	41	1,688	1,123	565	3,275	35
New York.....	24	136	e6,047	4,489	1,515	3,370	521
North Carolina.....	1	4	106	91	15	25	10
Ohio.....	23	87	f4,231	2,338	879	4,343	52
Oregon.....	1	4	160	90	70	200	25
Pennsylvania.....	17	112	g4,293	2,220	973	2,185	183
Rhode Island.....	2	6	272	200	72	165	5
Tennessee.....	7	12	475	417	58	200	25
Texas.....	8	29	912	808	206	445	117
Vermont.....	2	8	h180	.....	.....	800	.....
Virginia.....	1	1	53	35	18	552	.....
West Virginia.....	1	5	195	145	50	.....	.....
Wisconsin.....	8	33	i1,316	899	414	2,646	65
Dakota.....	1	2	68	68	20	500	.....
District of Columbia.....	2	7	404	195	209	500	.....
Total.....	221	1,015	jk44,047	k32,595	k9,156	73,426	5,631

a Not reported of 80 whether they are in day or evening school.

b Not reported of 2 whether they are in day or evening school.

c Not reported of 232 whether they are in day or evening school.

d Not reported of 217 whether they are in day or evening school.

e Not reported of 43 whether they are in day or evening school.

f Not reported of 1,015 whether they are in day or evening school.

g Not reported of 1,270 whether they are in day or evening school.

h Not reported whether they are in day or evening school.

i Not reported of 9 whether they are in day or evening school.

j Not reported of 3,048 whether they are in day or evening school.

k 752 attended both day and evening school.

As appears from the tabular comparative exhibit in the last ten years, the number of commercial and business colleges reporting to this Office, as also the number of instructors and of students in them, has nearly doubled. During the same time the educational influence of this class of schools has noticeably increased, a result largely due to the annual conventions of the Business Educators' Association, in which there has been the freest, fullest discussions of the methods and standards of instruction thus far adopted in the United States. The obvious adaptation of these schools to an imperative demand existing in business centres has done much to bring about the introduction of business courses in public high schools and private academies and seminaries. The desirability of such courses cannot be questioned, but it is important that they should have something more than a merely nominal existence. They should be based upon sound preliminary training in the common school branches and should be characterized by an adherence to the subjects and methods that experience approves for this special training. The instruction should be facilitated by the various appliances available for business correspondence and by museums of the staple materials of commercial interchange. In respect to the last mentioned aid, and also the extent to which modern languages should enter into business courses, we have much to learn from the conduct of foreign schools of this class.

TABLE V.—KINDERGÄRTEN.

The following is a comparative summary of Kindergärten, instructors, and pupils reported to the Bureau from 1874 to 1884, inclusive (1883 omitted):

	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.
Number of institutions..	55	95	130	129	159	195	232	273	348	354
Number of instructors...	125	216	364	326	376	452	524	676	814	831
Number of pupils.....	1,636	2,809	4,090	3,931	4,797	7,554	8,871	14,107	16,916	17,092

TABLE V.—Summary of statistics of Kindergärten.

States.	Number of schools.	Number of teachers.	Number of pupils.	States and Territories.	Number of schools.	Number of teachers.	Number of pupils.
Alabama	1	2	22	Nebraska	1	3	57
California	29	49	1,251	New Jersey	12	27	474
Connecticut	6	11	156	New York	45	109	a1,735
Delaware	1	3	30	North Carolina	2	4	60
Georgia	3	5	35	Ohio	21	49	582
Illinois	25	53	921	Oregon	1	2	21
Indiana	14	20	218	Pennsylvania	27	66	771
Iowa	3	11	128	Rhode Island	4	9	110
Kansas	3	7	135	Tennessee	1	1	.....
Kentucky	1	1	20	Virginia	1	2	22
Louisiana	2	6	99	Wisconsin	24	64	1,286
Maine	2	3	48	Dakota	1	2	15
Maryland	7	10	105	District of Columbia ...	14	26	252
Massachusetts	22	46	714	Indian Territory	1	1	24
Michigan	7	14	294	Total	354	831	a17,092
Minnesota	9	14	204				
Missouri	64	211	a7,213				

a Includes some pupils receiving primary instruction.

By reference to Table V, it will be seen that, excepting the year 1877, there has been a steady increase in the number of Kindergärten, Kindergarten instructors, and pupils from year to year during the decade. This increase is mainly due to the efforts of associations formed in several of our large cities for the purpose of establishing these infant schools for the benefit of the poor. More than half the schools reported in the table have been opened through such agencies in the cities of Boston, New York, Philadelphia, Washington, Chicago, and San Francisco.

Fröbel's system of infant training appears to be peculiarly fitted to overcome the influence of inherited vicious propensities and physical infirmities. It is largely on account of the results accomplished with vagrant and neglected children that thoughtful parents among the better classes have been impressed with the excellence of the system as a means of moral development, so that wherever charity Kindergärten have prospered there has arisen a demand for private Kindergärten. No tabulated statement can convey an adequate idea of the work going on under the auspices of the societies referred to. This can only be understood by a knowledge of the misery and degradation from which the poor little children are gathered to be humanized and trained in the Kindergarten. In Boston the work has been mainly supported by Mrs. Q. A. Shaw, under whose munificent patronage no less than 30 Kindergärten and 10 nurseries have been established, the work not being limited to Boston, but extending into adjoining towns; one Kindergarten at the south end of Boston is entirely supported by Mrs. James Tolman. The Office has received no recent particulars of the work in New York City, but the efforts in this direction of the Society for Ethical Culture, presided over by Prof. Felix Adler, and of several church societies are well known.

In Philadelphia a large number of free Kindergärten have been established under the auspices of the various ward associations. The Subprimary School Society has been formed for the especial promotion and care of this work. Twenty-four schools are already reported, accommodating about 750 children. Some of these schools have day nurseries attached and 2 are for colored children. The society will extend the work as fast as funds are provided.

In Chicago 2 societies have been formed for the purpose of establishing charity Kindergärten, viz, the Chicago Fröbel Kindergarten Association and the Chicago Free Kindergarten Association. The former has now 9 Kindergärten under its management, into which are gathered some 400 children; the latter has 12 schools, with an attendance of 850 children.

In 1881 a Kindergarten department was established in the Cook County Normal School, and in 1883 the training class that had been opened in Chicago under the auspices of the Chicago Fröbel Kindergarten Association was removed to the normal school upon the invitation of the superintendent, Col. Francis W. Parker. The principal of this class, Mrs. Alice H. Putnam, reports that during the current year a series of lessons has been given to the senior class of the normal school on the use of Kindergarten material. This is an experiment that is followed with unusual interest, as it tends to bring the principles and methods of the Fröbel system into practice in the common schools of Cook County.

The 3 societies of San Francisco, viz, Public Kindergarten Association, Golden Gate (formerly Jackson street) Kindergarten Association, and the new Silver Street Kindergarten Society, are working with undiminished ardor. Nineteen public or charity schools were reported in September, 1883, and the number has since been increased. The movement has met with such signal success in that city and so many inquiries have arisen as to the ways and means by which it has been promoted that I deem it advisable to give room to somewhat extended statements from the reports of two of the societies, which will serve to show how the various forces that are essential to the work are brought into united action in that city. The following is from the report of the Golden Gate Kindergarten Association for the year ending October 6, 1884:

The coming of October 6 brings our anniversary day. The past has been a year of unprecedented growth and prosperity in our Kindergarten work. The progress made

has been far in excess of any former year. As will be seen by the treasurer's report, the receipts of the past year are more than double those of the preceding year. Standing at this fifth milestone, it is well to take a brief retrospect of the Heaven-blessed work. With a monthly pledge of \$7.50 and with faith in God and goodness, the first Kindergarten class was opened at 116 Jackson street, in the very heart of the Barbary Coast, on October 6, 1879.

Rapid growth of the work.—At the close of the first year two classes had been organized, containing an enrolment of about 100 children. The treasurer's report showed the total receipts for the first year to be \$1,805.70. Perhaps a briefly summarized statement of the five years' work would best show the progress made.

Tabulated statement of Kindergarten progress.

	Classes.	Total receipts.
Close of first year.....	2	\$1,805 70
Close of second year.....	4	3,227 90
Close of third year.....	5	3,446 85
Close of fourth year.....	6	4,700 20
Close of fifth year.....	8	10,624 85

The total enrolment of children at the close of last year was 342. During the present year this enrolment has been increased by 125 additional scholars. As nearly as can be estimated, the Jackson Street Kindergarten Association during the five years of its existence has had over 1,200 little children under its protection and training. A large proportion of these children were under 5 years of age. Many of them were from 2½ to 4 years old. In a single class, at 116 Jackson street, 25 little ones were but 3 years of age, and a number of them were even under that age.

Necessity for incorporation.—Up to the close of the present fiscal year the work of the association has been carried forward in the same quiet way in which it was first organized; but the rapid growth of the work has necessitated a change in our organic structure. It has been found necessary to incorporate the society. This issue was summarily forced upon us by the munificent legacy of \$20,000 devised by a staunch and devoted friend of the Kindergarten work. In drawing up the will it was ascertained by the attorney in charge that the Jackson Street Kindergarten Association was not an incorporated society and could only receive such a bequest by the appointment of trustees for the special purpose. Trustees were appointed and the bequest was made. This legacy was soon followed by another proposed bequest, but this time the parties, on learning that the society was unincorporated, decided to await incorporation. It was at once resolved to take steps looking to incorporation, which was accomplished October 6, 1884. * * * In connection with this step it was deemed advisable to change the name of the association and call it the "Cooper Kindergarten Association," in compliment to Mrs. Cooper, who is the head and front of the organization. To this that lady earnestly objected, on the ground that she would be much hampered in her work for the Kindergarten if her own name were used for its title. Mrs. Cooper proposed, instead, the name of the Golden Gate Kindergarten Association as being suitable, not merely on account of its beautiful figurative sense, but as being a unique name among the several benevolent associations of the city. A ballot was taken, the result being that the name of Golden Gate was unanimously adopted.

The great work of the year.—On the anniversary birthday of her beloved son Mrs. Stanford sent to Mrs. Cooper the sum of \$4,000, to be used for the Kindergarten work under her charge. It was decided to use this sacred offering in the establishment of a memorial Kindergarten to be named for the beautiful and gifted son. Everything was done to make this, in all respects, a model Kindergarten. It has been pronounced by visitors from the East and others well qualified to judge the best equipped and best appointed free Kindergarten in the country. There are 100 little children enrolled in 2 classes. There are 2 principals, competent, refined, devoted, and faithful, with 2 assistants of like spirit and temper. The work moves on in rhythmic harmony and the good accomplished cannot be estimated. * * *

In a brief address made by Mrs. Cooper on the occasion of the formal opening of the Stanford Free Kindergarten, she stated that the only sad feature of the work in this city is the utter inability to provide for the clamorous little ones that plead for admission to these schools. She further went on to state that not only are all the Kindergärten under this association thus crowded, but that scores have been turned away from all the free Kindergärten, including Silver street, Folsom street, and the

New Kindergarten of the First Congregational Church on Harrison street. In speaking of the latter she said: "Being at the Folsom Street Kindergarten on Monday morning, the 14th, I was pained to see the tearful mothers as they learned there was no room for their children. Every inch of room was occupied. Knowing that the First Congregational Church was to open its Kindergarten that morning I said: 'Wait a few minutes and I will go around and see if there is room at the new Kindergarten for your little ones; it is only three squares off.' Going over to the hall I found that 15 children had already been turned away, and it was then only about 9 o'clock of the opening day. I had no good news to carry back to the waiting anxious mothers. This," continued Mrs. Cooper, "is the experience we have in all our free Kindergartens. We cannot possibly accommodate the little ones that come."

The Produce Exchange Class, opened August 8, 1884, owes its existence to a donation that gave rise to the following correspondence:

SAN FRANCISCO PRODUCE EXCHANGE,
425 California street.

Mrs. SARAH B. COOPER:

DEAR MADAM: I have great pleasure in inclosing you a check for \$125, collected at the polls, for the Jackson Street Kindergarten, at the annual election of the San Francisco Produce Exchange, held this day. This is an improvement over our effort last year and shows an increased interest taken by our members in the noble charity over which you preside.

With the wish that our mite may be some help in the rescue of the little ones, I remain yours, respectfully,

JOHN WIGHTMAN, Jr.

SAN FRANCISCO, July 15, 1884.

Mr. JOHN WIGHTMAN, Jr.:

MY DEAR SIR: Your kind letter, inclosing the generous check from the Produce Exchange, is just at hand. In behalf of our board of management, in behalf of the little children whom it will enable us to train and bless, and in my own behalf, I send herewith a vote of heartfelt thanks.

It is a matter of fervent and grateful joy that your interest in our work increases in proportion to your acquaintance with it. This is a never failing experience; hence it is that we cordially welcome all thoughtful and philanthropic citizens to our Kindergarten, that they may see the work and what is being done through it for the neglected little ones of the city.

As to the disposition of your gift, you will hear before many days, as it will enable us to carry out a long cherished plan for enlarging our work at Jackson street.

With sentiments of sincere and grateful appreciation, I am, most truly, yours,

SARAH B. COOPER.

SAN FRANCISCO, July 16, 1884.

Mrs. Kate S. Wiggin, superintendent of the Silver Street Kindergarten, made an earnest appeal in behalf of the free Kindergarten work of the Pacific coast, which appeared in the Chronicle, Bulletin, and Examiner of September 10, as follows:

To those who have kind hearts and full purses:

Seventy little children, between the ages of 4 and 5 years, have been turned away from the Silver Street Kindergarten since July 9, and we have 150 in daily attendance, all we can possibly provide for in our two departments.

It is certain that 40 of these 70 applicants for admission came from poor and wretched homes; some were the children of hard working people who try to help themselves; others belong to parents whose only heritage to their little ones has been sorrow, misery, and vice.

One must have a heart of stone to shut the door upon these children, knowing the street life outside, the vile language, vicious habits, idleness, and worthlessness which it fosters, and realizing what is *inside*: joy, plenty, love, truth, industry, generosity, frugality, and perseverance in well doing. We have come to the conclusion *not to shut the door any longer*, and that it is a lack of faith on our part not to make an endeavor to enlarge an already enormous work.

It is true that all our city Kindergartens are at present receiving support from our best and most generous citizens; but we feel it possible that some benevolent and

wealthy soul is pining because he has never been asked to contribute, some rich bachelor who wants to give double because he has no children of his own, some happy father who desires to give treble, as an expression of gratitude for his own fortunate and innocent little ones. We would modestly suggest that here is an opportunity, and for the benefit of such I make, with full concurrence of my training class, the following proposition, viz:

To establish at once, superintend, and maintain two or three branch classes at a nominal expense, under these conditions and with this amount of money:

BRANCH NO. 1.—*Silver Street Kindergarten.*

Rent of additional room per month.....	\$10 00
Share of janitor's work.....	3 00
Share of piano rent.....	2 00
Fuel.....	1 00
Material used by children.....	2 00
Monthly instalment on furniture and apparatus to be purchased by us in advance.....	7 00
Supervision of one special assistant.....	15 00
Total.....	40 00

Fifty dollars' worth of love given gratis.

This class will contain 30 to 40 children, who will be cared for and educated at the rate of \$1.30 a month and receive the untiring devotion of cultured and skilful teachers. If ten persons will send their names and a subscription of \$4 a month, or twenty, with \$2 a month, we will publish the list, buy the furniture and appliances at our own risk, and open the first class under the wing of the Silver street institution on October 1.

If the names roll in by hundreds and thousands, we will cheerfully superintend a second branch class in any of Mrs. Cooper's Kindergarten, her work being virtually one with ours. This must not be taken, however, as a fair estimate of the cost of Kindergarten work. You can see that it will be almost wholly a labor of love. It means a heavy drain upon the time and energies of the few who are capable and willing, and a large measure of voluntary labor from a training class, which is already assisting in 6 free Kindergärten. And then there are very few unoccupied kindergartners who can afford for \$15 a month to give a general supervision which would be worth \$40 at least; so that these branch classes will be supported for less than half the usual expense. Nevertheless, we feel that, if the children were grouped and taught for one year in this way, the furniture and apparatus would be in readiness, and those would be found who, during the next year, would assist us in placing the work on a stronger foundation.

And now we leave the plan with you, hoping that we have not rushed into print for no result. Do not give your money blindly when you can visit the free Kindergarten and see what they are doing. The work will bear inspection, and the happy faces of the children themselves will draw the dollar from the most reluctant pocket. Please send name and address with your subscription, marking it "For Kindergarten Branch Class No. 1," adding the unspoken thought, "God bless the work and the children thus gathered."

Yours, for the children's sake,

KATE D. S. WIGGIN.

The response to this appeal was a contribution of \$40, by means of which a class called the Peabody Kindergarten was at once formed.

THE KINDERGARTEN AND THE PUBLIC SCHOOL SYSTEM.

Inquiry is constantly arising as to the prospect of the Kindergarten becoming a feature of our public school systems. The work in St. Louis, under the gratuitous supervision of Miss Susan E. Blow, has been followed with deep interest, as it has been generally felt that it was destined to become a permanent part of the public school work of that city. The lowest limit of the school age in that city, viz, 6 years, raises a difficulty in the way of such a result which can only be met by legislation. So far the outlook is not encouraging.

In accordance with the recommendations of the special committee appointed by the

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school board of Milwaukee in 1882 to inquire into the operations of the St. Louis Kindergärten, it was determined to establish a public Kindergarten in that city.

In his annual address to the board for the year 1883 the president, Hon. Joshua Stark, says:

The Kindergarten has during the past year been treated as part of our school system. Whether it shall be a permanent feature of the system will depend upon the wisdom and caution of future boards. That this is the true method of education for children of tender years is no longer questioned, and it should not be abandoned so long as we are compelled to provide schools for infants of 4 and 5 years. It requires of the teacher, however, something more than love for children or skill in their entertainment. The success and permanency of the Kindergarten, I think, depend upon the appointment of mature, intelligent, and thoroughly qualified teachers to direct them, and judicious restriction of their cost.

The school board of San Francisco has from the first manifested the deepest interest in the Kindergarten. Two of the Kindergärten established in that city have already been adopted by the board as connecting classes. At a meeting of the classification committee of the board in the present year, at the instance of Deputy Superintendent O'Connor, it was decided to recommend that a Kindergarten teacher be employed, at an expense not to exceed \$20 per month, to teach the normal class the Kindergarten system, and that all substitute teachers be required to take this instruction with the normal class at least once a week. This is an important step, for it is through the normal schools that the adjustment of Fröbel's system to our public schools must be made, if it is to be made at all. It was undoubtedly the recognition of this fact that led to the efforts before mentioned in reference to the introduction of a Kindergarten department in the Cook County Normal School, which department now includes a training class as well as Kindergarten.

A number of the leading city superintendents have expressed themselves strongly in favor of the Kindergarten. Hon. S. A. Ellis, superintendent of schools, Rochester, N. Y., says in his report:

In several cities of the country Kindergärten have been established in connection with the public schools and under the management of the boards of education. While it would not at present be possible for this board to adopt this plan, I sincerely regret that the little ones who apply for admission to our primary grades every year are unable to have the excellent training these schools give to young children before they come to us. The work of these schools, as is well known, is largely ethical in its character, for Fröbel believed that only through careful moral training of the young could the truest and noblest types of character be formed.

We may not have the Kindergarten, but could the teachers in our primary schools catch a little of the spirit and enthusiasm of Fröbel, and make some of his methods their own, there would soon be visible all along the line of our work the signs of increased moral growth and progress.

KINDERGARTEN AT MADISON.

The annual meeting of the Fröbel Institute of North America was held at Madison in July, during the session of the National Educational Association. The meetings were largely attended and great interest was manifested in the proceedings. The Kindergarten exhibit formed an important feature of the educational exposition at the same place. Portions of it were arranged with special reference to illustrating the possibility of union between the Kindergarten and the public school training. In addition to our own country, Japan and Switzerland were well represented. In the former country, the encouragement of Kindergärten is a noticeable feature of the recent progress in popular education. Seven of these schools were reported in 1882, and the system has obtained such favorable recognition that the following notification was issued during the present year by the education department:

It being very injurious to children under school age (i. e., below 6 years) to admit them into schools and to give them the same education as children of school age, the government of each fu or ken shall cause such children to be trained according to the Kindergarten system.

SECONDARY (INCLUDING PREPARATORY) INSTRUCTION.

TABLE VI.—INSTITUTIONS FOR SECONDARY INSTRUCTION.

The following is a comparative summary of the number of institutions for secondary instruction (exclusive of high schools, preparatory schools, and departments of normal schools and of institutions for superior instruction) making returns from 1874 to 1884, inclusive (1883 omitted):

	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.
No. of institutions.	1,031	1,143	1,229	1,226	1,227	1,236	1,264	1,336	1,482	1,588
No. of instructors	5,466	6,081	5,999	5,963	5,747	5,961	6,009	6,489	7,449	7,923
No. of students....	98,179	108,235	106,647	98,371	100,374	108,734	110,277	122,617	138,384	152,354

TABLE VI.—*Summary of statistics of*

States and Territories.	Number of schools.	Instructors.		Number of students.					
		Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.
Alabama	22	39	73	a2,259	1,102	1,007	1,243	324	131
Arkansas	20	28	34	a1,648	710	745	1,110	185	44
California	37	136	213	a4,608	1,891	2,592	2,397	483	875
Colorado	3	10	20	405	153	252	241	96	68
Connecticut	36	56	125	1,801	828	973	960	338	364
Delaware	9	24	14	704	428	276	369	160	32
Florida	8	7	31	782	244	538	562	45	43
Georgia	188	a267	233	a15,529	7,850	7,479	9,510	2,333	840
Illinois	49	111	266	7,282	2,785	4,497	b4,060	378	1,312
Indiana	22	24	48	2,430	929	1,501	815	206	106
Iowa	40	76	74	a4,459	2,164	2,209	2,177	428	446
Kansas	6	17	14	659	314	345	437	59	34
Kentucky	57	93	202	a4,919	2,021	2,788	2,929	650	522
Louisiana	16	a32	35	1,182	542	640	764	111	453
Maine	23	47	49	2,293	1,116	1,177	b1,134	404	235
Maryland	41	100	106	2,713	1,527	1,186	1,785	361	749
Massachusetts	54	103	190	a3,186	1,181	1,905	1,811	748	706
Michigan	18	39	72	a2,297	825	1,337	1,388	779	719
Minnesota	17	42	62	a2,430	1,374	1,016	1,762	140	612
Mississippi	28	45	68	2,856	1,287	1,569	1,881	400	53
Missouri	34	91	166	a4,236	1,964	2,132	3,009	465	428
Nebraska	15	29	40	1,419	585	834	610	111	43
New Hampshire	33	46	43	a1,972	1,023	874	1,230	374	194
New Jersey	47	108	145	a4,000	2,149	1,806	3,135	513	2,274
New York	190	537	747	a20,561	8,953	10,077	b11,885	3,145	3,789
North Carolina	87	a153	118	a7,378	3,805	3,000	4,845	1,245	356
Ohio	44	104	139	4,146	1,807	2,339	2,179	613	581
Oregon	16	26	36	1,420	645	775	1,280	81	207
Pennsylvania	110	a287	392	a10,302	5,618	4,387	5,095	b2,204	1,993
Rhode Island	6	21	39	609	336	273	498	108	235
South Carolina	22	43	53	2,594	1,240	1,354	2,401	323	288
Tennessee	80	133	150	a7,902	3,915	3,732	5,593	1,272	292
Texas	47	92	93	a4,886	2,452	2,344	b3,448	358	768
Vermont	25	47	82	3,017	1,419	1,598	1,984	754	174
Virginia	40	67	94	a3,443	1,813	1,370	2,719	579	495
West Virginia	6	5	32	a289	15	229	428	85	24
Wisconsin	28	97	87	2,660	1,439	1,221	1,572	549	1,015
Dakota	1								
District of Columbia	21	48	96	1,249	391	858	679	110	299
Idaho	1	1	2	74	31	43	23	15	5
Indian Territory	7	a15	14	683	379	304	478	67	
Montana	1		5	85		85	50	20	15
New Mexico	8	27	21	1,444	899	545	601	41	265
Utah	16	25	67	a2,834	1,245	1,341	1,270	59	99
Washington	8	14	17	624	330	294	b445	30	5
Wyoming	1	0	4	85	35	50			
Total	1,588	3,312	4,611	a152,354	71,759	75,897	b93,392	b21,746	22,188

a Sex not reported in all cases.

institutions for secondary instruction.

Number of students.				Number of schools in which			Libraries.		Property, income, &c.			
Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Number of volumes.	Increase of volumes in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
136	62	33	7	11	16	16	13,103	630	\$177,300	\$22,000	\$1,160	\$28,157
63	67	12	5	6	9	9	2,857	927	61,800	.....	.....	21,140
219	350	32	39	30	25	29	19,809	772	619,700	70,000	5,980	137,403
31	24	7	.....	3	3	2	3,330	230	212,000	1,500	.....	12,700
106	54	26	7	27	21	25	13,650	385	358,000	75,500	2,612	21,923
68	51	19	4	7	6	6	4,350	200	166,000	7,000	.....	29,550
20	12	1	.....	3	4	4	1,665	226	61,000	.....	.....	2,223
904	286	261	56	56	81	96	18,838	2,954	567,750	8,100	1,950	160,202
52	30	55	19	32	36	31	18,089	846	1,088,263	28,000	3,120	155,563
30	59	51	25	10	11	7	10,090	242	96,500	62,500	4,800	31,493
b238	185	103	53	18	21	18	8,827	829	452,650	122,674	8,555	40,543
38	28	13	.....	3	3	4	3,000	750	61,900	10,936	790	18,212
316	194	178	109	29	40	43	17,215	1,025	478,300	29,985	1,613	92,550
75	17	56	4	6	11	11	3,958	349	71,700	.....	600	5,900
159	25	23	11	14	10	15	10,974	531	371,150	121,110	6,025	9,575
73	67	119	8	26	22	25	26,100	620	598,200	721,500	39,820	52,740
189	61	36	29	35	32	27	24,575	1,519	1,071,000	812,205	43,718	71,559
59	50	17	13	9	10	8	8,185	775	190,500	23,000	1,600	11,101
46	120	80	7	10	14	12	11,262	548	359,869	14,400	2,244	71,034
243	16	35	10	9	21	21	9,237	435	134,700	40,000	3,800	17,540
b335	213	55	17	19	29	28	17,094	1,085	550,500	46,000	2,515	119,049
68	26	15	4	10	13	10	7,157	1,786	215,800	27,500	2,450	25,839
155	63	34	16	10	8	10	16,185	312	248,350	168,327	7,147	25,270
244	76	61	18	35	35	29	18,040	776	812,700	175,050	10,118	99,838
b1,066	440	229	118	130	113	123	132,482	4,076	3,725,795	816,397	53,983	438,961
719	273	137	46	34	41	44	24,130	1,464	356,820	22,000	1,000	83,623
207	194	29	15	25	28	30	29,460	759	524,555	114,030	8,319	53,464
60	20	2	8	10	12	13	6,180	131	232,200	34,870	1,900	10,250
b632	482	175	31	81	59	55	73,539	2,332	4,505,937	7,234,098	981,847	191,225
50	2	15	.....	4	5	4	8,675	400	597,500	150,000	8,000	11,595
131	153	60	36	13	10	10	9,285	510	179,500	800	5,356	24,721
536	426	133	43	21	54	52	13,066	1,396	396,400	64,000	9,010	82,988
b158	106	42	8	20	26	28	9,475	584	274,900	.....	190	40,386
260	97	55	15	15	14	23	9,710	698	466,125	295,544	10,927	28,661
73	40	34	7	17	24	22	17,578	892	343,000	3,000	.....	64,644
10	.....	3	.....	4	4	4	9,000	15	171,200	.....	.....	936
219	85	67	.....	15	17	15	31,977	9,111	558,500	14,000	5,800	35,006
.....	.....	.....	.....	.....	.....	.....	75	75	5,000	.....	.....	.....
111	80	26	17	13	11	14	5,100	200	63,000	.....	.....	11,118
3	10	0	0	1	1	1	200	200	2,000	.....	.....	1,217
.....	.....	.....	.....	1	5	4	2,650	300	250,000	14,000	.....	2,100
.....	.....	.....	.....	1	1	1	150	25	12,000	.....	.....	7,000
27	33	24	.....	4	6	6	5,311	402	56,000	.....	.....	11,900
b27	14	3	2	5	6	5	4,743	661	227,055	500	40	30,120
11	7	.....	3	4	3	3	3,833	330	25,100	1,000	100	4,675
.....	.....	2	.....	.....	1	1	.....	.....	.....	.....	.....	.....
b8,195	4,598	2,358	818	836	922	944	685,509	43,313	21,938,219	11,351,526	1,246,089	2,395,69

b Classification not reported in all cases.

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TABLE VII.—PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table VII of the appendix. The following is a comparative statement of the statistics of these schools as reported to the Bureau from 1874 to 1884, inclusive (1883 omitted):

	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.
Number of institutions.....	91	102	105	114	114	123	125	130	157	109
Number of instructors.....	697	746	736	796	818	819	860	871	1,041	1,183
Number of students.....	11,414	12,954	12,369	12,510	12,538	13,561	13,239	13,275	15,681	18,319

TABLE VII.—*Summary of statistics of preparatory schools.*

States and Territories.	Number of schools.	Number of instructors.	Number of students—				
			Preparing for classical course in college.	Preparing for scientific course in college.	Other students.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
Alabama	1	2	.....	.....	.....	.....	.....
California	4	24	39	59	471	57	16
Colorado	1	6	5	0	30	2	0
Connecticut	6	56	154	111	683	37	9
Georgia	2	14	71	77	224	8	3
Illinois	8	53	109	69	347	12	17
Indiana	4	30	9	27	a617	3	2
Iowa	2	11	18	3	173	3	.....
Maine	10	42	219	29	a727	28	.....
Maryland	4	26	43	40	a426	23	10
Massachusetts	32	241	1,118	244	a2,074	190	49
Michigan	1	6	6	6	78	9	.....
Minnesota	1	2	.....	.....	a45	.....	.....
Missouri	1	20	96	69	168	13	4
New Hampshire	6	45	439	80	288	88	18
New Jersey	7	59	164	158	558	35	30
New York	31	251	779	446	a2,038	159	102
Ohio	7	39	124	52	328	42	1
Pennsylvania	16	124	452	299	a1,175	112	22
Rhode Island	8	30	164	16	295	20	4
South Carolina	1	5	.....	.....	a121	7	.....
Tennessee	2	9	13	48	224	2	3
Vermont	2	13	23	4	a214	3	0
Virginia	7	23	105	23	a138	10	2
Wisconsin	7	33	272	110	247	113	8
Dakota	1	6	25	30	13	8	.....
District of Columbia	1	8	60	12	.....	7	.....
New Mexico	1	5	6	8	84	0	0
Total	169	1,183	4,513	2,020	11,786	991	300

a Includes students preparing for classical or scientific course, the number included not being specified.

TABLE VII.—*Summary of statistics of preparatory schools—Continued.*

States and Territories.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama						
California	2,481	454	\$118,896	\$3,500	\$350	\$6,100
Colorado	100	20	50,000			
Connecticut	15,260	650	539,641	196,529	10,461	7,634
Georgia	500	200	50,000	50,000	3,500	9,300
Illinois	4,650	220	95,000			30,000
Indiana	400		90,000			5,300
Iowa	2,629	53	36,637	10,000	1,000	2,145
Maine	2,350	121	280,000	98,000	20,380	8,518
Maryland	2,700	321	52,000			32,805
Massachusetts	27,715	946	1,322,757	816,571	47,523	123,273
Michigan	600	50	60,000			28,000
Minnesota						
Missouri	0		75,000			25,000
New Hampshire	14,100	820	487,000	359,300	18,991	133,576
New Jersey	5,775	90	1,111,000	271,000	11,200	24,664
New York	21,092	445	1,501,182	165,000	12,550	117,357
Ohio	11,670	222	317,000	50,000		29,845
Pennsylvania	9,790	239	520,500	180,000	9,000	93,522
Rhode Island	1,600	20	142,000	100,000	5,000	24,383
South Carolina	100		10,000			
Tennessee	800	54	14,500			2,800
Vermont	2,000	150	40,000	10,000	1,400	2,000
Virginia	8,800	500	76,000			2,700
Wisconsin	10,860	155	277,000	36,000	2,200	900
Dakota	1,100	1,099	30,000	0	0	
District of Columbia	500		26,000			5,760
New Mexico	600	400	16,000			950
Total	148,172	7,229	7,338,113	2,345,900	143,555	716,532

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General statistical summary of pupils receiving secondary instruction.

States and Territories.	In city high schools (Table II). <i>a</i>	In normal schools (Table III). <i>b</i>	In institutions for secondary instruction (Table VI).	In preparatory schools (Table VII).	In preparatory departments of —			Total.
					Institutions for superior instruction of women (Table VIII).	Universities and colleges (Table IX).	Schools of science (Table X).	
Alabama.....		921	2,259		298	169	27	3,674
Arkansas.....		410	1,648			665		2,723
California.....	1,718	370	4,608	599	490	1,211	34	9,000
Colorado.....			405	35		295	25	760
Connecticut.....	772		1,801	948	70	0		3,591
Delaware.....			704					704
Florida.....		97	782					879
Georgia.....	120	337	15,529	372	623	176	648	17,805
Illinois.....	2,413	1,429	7,282	525	312	2,795	85	14,841
Indiana.....	1,678	1,592	2,430	653	38	1,577	115	8,083
Iowa.....	502	534	4,459	194	187	2,369		8,245
Kansas.....	137	1,156	659		58	1,304		3,314
Kentucky.....	914	184	4,919		978	835	70	7,900
Louisiana.....	260	5	1,182		152	1,418	53	3,070
Maine.....	612	270	2,293	975	321			4,471
Maryland.....	1,655	165	2,713	509	65	393	10	5,510
Massachusetts.....	6,941	23	3,186	3,436	63	209	56	13,914
Michigan.....	2,754	196	2,297	90	16	1,604		6,957
Minnesota.....	274	695	2,430	45	68	449		3,961
Mississippi.....		432	2,856		356	500	260	4,404
Missouri.....	845	1,159	4,236	333	741	1,742	289	9,345
Nebraska.....	139	197	1,419			750	10	2,515
New Hampshire.....	472	200	1,972	807	86			3,537
New Jersey.....	621	445	4,000	880	15	68		6,029
New York.....	4,124	1,744	20,561	3,263	1,673	2,289	44	33,708
North Carolina.....		1,353	7,378		250	373		9,354
Ohio.....	3,774	1,514	4,146	504	438	4,002	81	14,459
Oregon.....	178	153	1,420		35	589	50	2,430
Pennsylvania.....	2,266	1,388	10,302	1,926	242	1,828	240	18,192
Rhode Island.....	137	14	609	475				1,235
South Carolina.....		1,264	2,594	121	304	478		4,761
Tennessee.....	422	1,162	7,902	285	577	1,712		12,000
Texas.....		169	4,686		210	1,274		6,539
Vermont.....		43	3,017	241	68	0		3,369
Virginia.....	107	537	3,443	266	238	71	321	5,033
West Virginia.....		113	289		25	49		476
Wisconsin.....	559	948	2,660	629	221	926		5,943
Dakota.....				68		32		100
District of Columbia.....	268	70	1,249	72		59		1,718
Idaho.....			74					74
Indian Territory.....			683					683
Montana.....			85					85
New Mexico.....			1,444	98				1,542
Utah.....			2,834			259		3,093
Washington.....		135	624			285		1,044
Wyoming.....			85					85
Total.....	34,672	21,429	152,354	18,819	9,268	32,755	2,418	271,215

a In 126 cities.

b Strictly normal students are not included.

Table VI presents the statistics of schools which report to this Office under the head of secondary instruction. In 1884 they numbered 1,588, having 7,923 instructors and 152,354 pupils, as against 1,482 schools in 1882, having 7,449 instructors and 138,364 pupils. The pupils are about evenly divided between the two sexes, the boys numbering 71,759 and the girls 75,897. Nearly one-half of the schools are conducted on the coeducation system. About three-fifths of the teachers employed are women. The total value of the property belonging to these schools, so far as reported, is \$21,938,219; amount of productive funds, \$11,351,526; income from these, \$1,246,089; receipts from tuition fees for the current year, \$2,395,699.

Table VI, appendix, shows very clearly the status of the individual schools of this class with respect to endowments, patronage, income, and teaching power.

Table VII embraces a class of schools engaged also in the work of secondary instruction, but having more definite aim and more uniform character than the preceding. The name preparatory indicates their special function, which is to fit pupils for college; and, although a large proportion of their pupils do not pass on to the superior institutions, their curriculum is determined by the college requirements. In 1884 these schools numbered 169, having 1,183 instructors and 18,319 students, as against 157 schools in 1882, having 1,041 instructors and 15,681 students. Of the entire number of the preparatory schools, 128, or a little more than three-fourths, are in the New England and Middle Atlantic States. These include 75 per cent. of all the scholars in this class of schools, 82 per cent. of the property valuation, 93 per cent. of the income from productive funds, and 79 per cent. of the tuition fees. An examination of the table of benefactions, appendix, will show how largely both classes of schools are indebted for funds to the liberality of the people.

The number of scholars they report as preparing for college is as follows: Table VI, preparing for classical course, 8,195; for scientific course, 4,598; Table VII, preparing for classical course, 4,513; for scientific course, 2,020; or a total of 19,326. The number who have entered college since the close of the last academic year is from schools in Table VI, 2,358; Table VII, 991. Entered scientific schools, Table VI, 818; Table VII, 300; total, 4,467. By reference to my last report it will be seen that the number of pupils preparing in the schools of Tables VI and VII for the college classical or scientific courses was 15,858, 28 per cent. of whom it appears have since entered. The number reported this year as making similar preparation in the schools of Tables VI and VII is 19,326. There are in addition 17,007 pupils making such preparation in the preparatory departments of universities, colleges, and schools of science.

The general statistical summary of pupils receiving secondary instruction includes all the schools engaged in the work, excepting free high schools outside of cities containing 7,500 inhabitants and over. The total number of such pupils is given as 271,215, or 1 in every 184 of the inhabitants (census of 1880). This proportion would be considerably increased if the enrolment in all free high schools were included. It must, however, be remembered that the free high schools other than those presented in the city table are not as a rule of as high grade as the schools included in the statistical summary here considered. The reports of the rural high schools from year to year are quite incomplete. So far as they are attainable they are summarized briefly under the head of Secondary Instruction in the abstracts of the report.

The department of secondary instruction in our country offers much cause for criticism and much room for improvement, but the condition in this respect is far from uniform throughout the different sections. A large part of the country, it must be remembered, is not sufficiently advanced in population and wealth to support secondary schools of a high order distinct from the elementary schools on the one side and degree conferring institutions on the other. In the States that take the lead in population and material resources, provision for secondary instruction is most complete and the courses of instruction appropriate for its different purposes are more or less specialized. There are, it need hardly be said, great differences of opinion and no

little confusion of mind as to the courses of study, methods of instruction, and standards of attainment by which these different purposes may be best accomplished.

It is evident that so far as secondary schools are feeders for higher institutions, whether classical or scientific, their studies and standards must be regulated by this relation. This fact is sufficiently recognized among us, and the persons whose business it is to see that the secondary and superior institutions are properly coördinated seem to be fully alive to the present necessities of the case. Several measures have been recently adopted for the furtherance of this end. Among these are the policy of admitting to certain colleges and State universities graduates of accredited high schools and academies without examination and the agreement on the part of a number of eastern colleges as to admission requirements and a common standard of examination. These measures have been explained in previous reports. The experience of several higher schools of science as to the results of the preliminary training of their pupils has helped to a better understanding of what that preliminary training should be and has led to better provision for the same.

It is with respect to that large class of pupils whose school education ends with the secondary grade that the outlook is most unsatisfactory. Courses of study offered to such pupils have not been carefully planned, and they have little of the stimulus that is supplied by judicious examinations and definite expectations, as represented by diplomas and other testimonials of work accomplished.

A glance at Tables VI and VII will make it clear also to any candid observer that the money invested in secondary schools is totally incommensurate with the work to be accomplished.

Formerly the conferences of the principals of secondary schools and others interested in their conduct had almost exclusive reference to the relation of secondary to superior schools. Lately the conferences and published discussions have taken a wider range, comprehending the varied relations of the schools to the probable destiny of the pupils and to the requirements of the time. This is particularly noticeable in the discussions of high schools, their functions, standards, &c. The critical scrutiny to which the public high schools are subjected reacts in their favor by giving them the most powerful motive for keeping up to the full measure of existing requirements. In respect to the adjustment of studies to pupils who are not likely to pass on to the colleges or schools of science, public schools can take much more prompt and decided action than private schools and they are more likely to be able to incur the expense of making adequate provision for instruction in science. In both of these directions the high schools are doing much more than is generally recognized for the advancement of secondary instruction among us. I hope very soon to be able to contribute to a better understanding of this matter by a presentation of facts much more full and detailed than is possible in my annual report. I cannot dismiss the subject without some reference to foreign systems and to certain recent utterances in other countries upon the problems which we also have to solve.

The triple division of secondary instruction is recognized in Germany by the *Gymnasien*, *Realschulen*, and middle schools. In my previous reports the two former have been very fully described as regards their divisions, curricula, &c. The middle schools are intended for children whose parents can afford to give them a somewhat better education than is usually obtained in common elementary schools.

A large middle school usually consists of eight classes, and if the system of parallel classes has been adopted each of these is again subdivided into two sections. The number of pupils in each class does not often exceed 50 and is seldom under 30. There is always a fairly complete set of apparatus for teaching drawing and physical science, as well as an abundant supply of specimens of all kinds for illustrating lessons on botany, zoölogy, and mineralogy. The curriculum is nearly the same as in the second class *Realschulen*, excepting that only one foreign language is taught, and as the pupils generally leave at about 14 or 15 years of age the course is less complete.

At the international conference on education held in London, Dr. Bosscha, director of the Polytechnic School at Delft, described in detail the constitution and working of the *hoogere burgerscholen* of Holland. They are, according to his statement, schools destined for boys of 12 to 17 or 18 years of age, and offer courses parallel to those of the *Gymnasien*, in which boys of the same age are prepared for the universities. The schools are of two classes, one having a 5 and one a 3 year course. Says Dr. Bosscha:

It is easy to understand that the opening of a new direction in education to that of the *Gymnasien* caused the number of scholars of the latter to diminish. Indeed, formerly many were sent to the *Gymnasien* because there was no other suitable way of giving a really developing education to boys of 12 or 13 years of age. This may have contributed considerably to give existence to the prejudice that no education of importance could be obtained without the study of Greek and Latin. This supposition was indeed true so long as there were, above the elementary schools, no other proper schools than the Latin schools. Till 1863 it *was* true in the Netherlands, but had to be given up when the *hoogere burgerscholen* had been established.

The peculiar circumstances in which, after the said period, university education found itself during some years have coöperated to give a positive proof that the knowledge and development which is necessary for successful university studies can be obtained without the so-called classical education, e. g., without Latin and Greek; for in 1863 the stipulation was still in force that young men who had not studied at a *gymnasium* would be admitted to the university only if they could pass an examination for their admission before a committee of examiners from the literary faculty at every university. As may easily be understood this examination had, through the coöperation of different influences, in reality become so easy that a cursory study of a few months was sufficient to acquire so many Latin and Greek words as were necessary to be admitted to the university.

The consequence was that many young men who were attracted by the thorough instruction in the natural sciences which was given at the *hoogere burgerscholen* to the study of natural philosophy or medicine after having left the *hoogere burgerscholen* found admission to the university, where they entered upon their studies with a very slight knowledge of the ancient languages, but thoroughly prepared for their own profession, with nothing that bore resemblance to a classical education, but with much that had been derived from the present standpoint of science and of real life.

Examinations and curricula were prominent topics before the conference. The need of the former was universally admitted, but there were differences of opinion as to the sources from which they should proceed and various other details. The concluding words of an address upon this subject by Mr. J. G. Fitch, Her Majesty's inspector of schools, expressed a view of the scope of these test exercises that was generally approved:

We are likely soon to make a distinct advance towards that organization of secondary education in England which has long been so earnestly desired by the wisest of our statesmen and teachers. The endowed schools, though they do not cover the whole, or nearly the whole, of the ground, have in their control a substantial part of the secondary and higher education of the country. It will be a great gain if all these institutions are brought definitely within the scope of public supervision, and that the public should learn periodically what they are doing as well as what they were meant to do.

But from one danger it is to be expected that we may keep free. There will, we may anticipate, be no aim at uniformity, no course of instruction prescribed by authority, and no standards. All these things are, to some extent, necessary in the case of the primary schools, because they receive a grant. When public money has to be distributed it becomes essential to lay down very definite conditions: to require at any rate a minimum of attainment in certain subjects which are universally regarded as indispensable and to mark out with some precision the character of the requirements in regard to those subjects and parts of the school work in which liberty of choice is permitted. But in the secondary schools there is no grant to be awarded and no necessity for laying down any course or official ideal whatever. It is impossible, of course, to forecast the view which the newly constituted public department will take of its duties to the endowed schools; but it may be conjectured that its attitude will be that of an inquirer, a helper, a reporter, an interviewer, if you please, rather than that of a master. It may suffice to say to each endowed school in turn: "What is it you propose to do? What are your own plans? What is your ideal? Now show us how you seek to realize it and what you have done; or, if your school has been examined by the university or other public authorities, let us see their report." After all, what the public wants is to know the facts, not to impose

upon schools any scheme or theory of instruction of its own. The greater variety we can have in the types of schools, the larger the number of able and enthusiastic men and women whom we can contrive to leave free to carry out their own theories, and even to try new experiments in education, the better for the community.

Here, then, we have the problem before us, how to give parents authentic knowledge of what schools are doing and perfect guarantees of efficiency, and at the same time to leave to teachers and to governing bodies that large freedom, that sense of independence and of responsibility, and that encouragement to spontaneous effort which have long characterized English schools, and which are so indispensable to the maintenance of all that is best in the national character. We want, in short, to make this great modern instrument of examinations a useful servant and not an imperious master.

The two main points urged by Mr. Fitch, namely, the need of such supervision of all secondary schools as shall enable the public to judge of what they are doing and what they are meant to do and the maintenance at the same time of the "liberty of teaching," are equally desirable for our country; consequently the efforts that are being put forth in England for the accomplishment of these purposes will be followed with the deepest interest in the United States.

SUPERIOR INSTRUCTION.

Table showing the number of persons, native and foreign, in the United States in 1880 whose pursuits necessitate appropriate superior or special knowledge and training.

	Male.	Female.	Native.	Foreign.	Total number.
Actors	2,992	1,820	3,531	1,281	4,812
Architects	3,358	17	2,382	993	3,375
Artists and art teachers	7,043	2,061	6,727	2,377	9,104
Authors, lecturers, and literary persons	811	320	921	210	1,131
Builders and contractors of bridges	2,587	.....	1,922	665	2,587
Builders and contractors of railroads	1,206	.....	875	331	1,206
Chemists, assayers, and metallurgists	1,921	48	1,803	666	1,969
Clergymen	64,533	165	51,967	12,731	64,698
Dentists	12,253	61	11,459	855	12,314
Engineers (civil)	8,261	.....	7,097	1,164	8,261
Engravers	4,474	103	3,179	1,398	4,577
Farmers and planters	4,169,136	56,809	3,615,765	610,180	4,225,945
Journalists	12,020	288	10,426	1,882	12,308
Lawyers	64,062	75	60,352	3,785	64,137
Midwives .....	.....	2,118	1,234	884	2,118
Musicians, professional, and music teachers	17,295	13,182	21,595	8,882	30,477
Officers, military and naval	2,600	.....	2,238	362	2,600
Officials of government (excluding clerks and lower employes)	64,909	2,172	55,772	11,309	67,081
Officials of manufacturing and mining companies	8,179	19	6,759	1,439	8,198
Physicians and surgeons	83,239	2,432	77,092	8,579	85,671
Teachers and scientists	73,335	154,375	211,671	16,039	227,710
Traders in drugs and medicines	27,580	120	23,521	4,179	27,700
Veterinary surgeons	2,130	.....	1,467	663	2,130
Total	4,633,924	236,185	4,179,255	690,854	4,870,109

From the above table it will be seen that about 9 per cent. of the population of the United States have a direct interest in the provision for superior and professional instruction on account of the vocation they follow. Moreover, these vocations are, for the most part, such as deeply affect the public welfare, so that the table suggests even to those not likely to participate in the superior training themselves reasons for their

personal concern in its adequate provision and efficient conduct. Liberal culture, it is true, should not be viewed with sole or supreme reference to its use in particular callings. It serves a nobler end as an instrument for the discipline and development of the highest powers of mankind; nevertheless, the history of institutions shows that provision for instruction and training of a high order bears, first or last, intimate relation to the service which it enables men to perform; hence in the demand for such service and the agencies for supplying the demand we have a certain criterion of the intellectual status of a people.

The varied origin, character, sources of support, &c., of the schools in the United States professedly engaged in the work specified make it impossible to treat of them collectively. Before passing to their consideration in the separate classes to which they belong or in which they report themselves, it may be well to bring into general view certain particulars concerning them.

Tables VIII, IX, and X relate to schools engaged exclusively or partly in the work of superior instruction. Table III, which for obvious reasons is placed with other tables of the public school system, and Tables XI, XII, and XIII relate to schools engaged in the work of specified training for pursuits in which learning and intellectual discipline are universally required.

The total number of students reported in 1884 in the schools of the first group is 110,878. Of these, 66,437 are in the departments for superior instruction, i. e., collegiate or scientific. The sex of the students is not reported in all cases; so far as known, the number last stated includes 25,022 women. The number of students in the second group of schools, omitting Table III, is 23,276. Adding to this the number reported in Table III as in training for teacherships,¹ viz, 23,354, the total of students under special training for the professions specified becomes 61,630.

In the first group of schools the number of degrees conferred in course in 1884, as shown in Table XV, was as follows: In classical and scientific colleges, 6,820; in colleges for women, 844; or, a total of 7,664.

The number of graduates from the second group of schools in 1884 was 10,368, of whom 4,144, or 40 per cent., are reported in Table III. To sum up, so far as reported to this Office, the total of persons in courses of superior and special training in 1884 was 128,067 and the total of graduates from the same was 18,032.

The number of students who before entering the professional schools received degrees in letters or science was 2,729, distributed among the schools as follows: Schools of theology, 1,095, or 20 per cent. of the whole number. Schools of law, 677, or 25 per cent. of the whole number. Medical and surgical schools, Table XIII: regular, 774, or 7 per cent. of the whole number of students; eclectic, 43, or 5 per cent. of the whole number; homœopathic, 67, or 5 per cent. of the whole; dental schools, 69, or 7 per cent. of the whole number; pharmaceutical schools, 4, or $\frac{1}{2}$ of 1 per cent. of the whole.

The present status of liberal and professional education in our country will be best understood by the tables and summaries pertaining to the several classes of institutions.

TABLE VIII.—SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior instruction of women will be found in Table VIII of the appendix. The following is a comparative summary of institutions, instructors, and pupils from 1874 to 1884 inclusive (1883 omitted):

	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.
No. of institutions.	209	222	225	220	225	227	227	226	227	236
No. of instructors.	2,285	2,405	2,404	2,305	2,478	2,323	2,340	2,211	2,721	2,989
No. of students ...	23,445	23,795	23,856	23,022	23,639	24,605	25,780	26,041	28,726	30,587

¹ This number is known to include 20,375 women; 2,161 other students are reported without distinction as to sex.

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TABLE VIII.—*Summary of statistics of institu*

States.	Number of institutions.	Corps of instruction.			Number of instructors in preparatory department.	Students.
		Total.	Male.	Female.		Number in preparatory department.
Alabama	9	82	16	66	15	298
California	4	51	12	39	24	490
Connecticut	2	26	8	18	4	70
Georgia	15	137	50	87	23	623
Illinois	12	139	30	109	12	312
Indiana	2	37	4	33	2	38
Iowa	3	40	3	37	1	187
Kansas	1	19	3	16	11	58
Kentucky	21	187	47	140	27	978
Louisiana	4	28	8	20	5	152
Maine	3	18	8	10	1	321
Maryland	6	63	11	52	8	65
Massachusetts	10	231	64	167	.....	63
Michigan	2	17	3	14	.....	16
Minnesota	2	23	3	20	2	68
Mississippi	9	666	15	46	16	356
Missouri	13	144	28	116	17	741
Nevada	1	9	2	7	.....	.....
New Hampshire	3	18	3	15	4	86
New Jersey	4	40	13	27	.....	15
New York	16	282	56	226	87	1,673
North Carolina	9	85	24	61	9	250
Ohio	13	172	40	132	8	438
Oregon	1	14	1	13	.....	35
Pennsylvania	13	162	48	114	23	242
South Carolina	6	56	13	43	10	304
Tennessee	21	175	32	143	28	577
Texas	7	37	18	19	23	210
Vermont	1	11	5	6	4	68
Virginia	17	6174	42	104	10	288
West Virginia	3	24	5	19	2	25
Wisconsin	3	46	2	44	.....	221
Total	236	62,613	617	1,963	376	9,268

a Classification not reported in all cases.

tions for the superior instruction of women.

Students.				Number of institutions authorized by law to confer collegiate degrees.	Libraries.		Property, income, &c.			
Number in collegiate department.			Total number in all departments.		Number of volumes.	Increase in volumes in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
In regular course.	In special or partial course.	Graduate students.								
626	40	9	a1, 146	8	10, 863	316	\$267, 000	-----	-----	\$56, 852
123	29	1	643	2	3, 400	25	305, 000	-----	-----	-----
-----	112	-----	a262	-----	1, 846	-----	40, 000	-----	-----	-----
1, 310	161	25	a2, 241	12	11, 433	264	576, 500	\$90, 000	\$5, 200	70, 550
410	172	8	a1, 423	6	14, 550	420	677, 600	16, 000	1, 280	84, 773
53	68	8	a308	2	3, 600	-----	50, 000	-----	-----	5, 200
79	113	3	a698	2	2, 520	370	50, 000	-----	-----	-----
82	48	0	188	1	924	-----	150, 000	0	0	-----
1, 283	104	8	a2, 721	18	12, 850	555	661, 500	5, 000	2, 700	83, 410
115	5	-----	a384	4	1, 620	570	105, 000	20, 000	1, 600	8, 000
55	10	-----	386	2	4, 500	200	170, 000	63, 500	4, 000	10, 000
207	23	13	a473	3	8, 640	33	114, 600	20, 000	3, 800	6, 500
1, 192	292	8	a1, 757	2	61, 209	3, 513	1, 213, 000	668, 792	18, 094	75, 781
37	-----	-----	a92	1	1, 650	250	58, 000	-----	-----	9, 043
72	-----	1	a271	1	500	60	115, 000	-----	-----	6, 500
636	49	2	a1, 163	8	5, 620	318	188, 000	-----	-----	35, 750
969	119	24	a2, 002	10	9, 886	170	315, 000	11, 000	-----	53, 750
-----	-----	1	a80	0	300	40	30, 000	-----	-----	5, 000
40	17	4	a205	1	1, 800	20	150, 000	180, 000	10, 500	120
67	16	7	a259	2	1, 600	1, 000	59, 000	-----	-----	9, 000
661	70	13	a2, 884	4	20, 520	825	1, 441, 591	11, 673	1, 931	144, 328
599	49	2	a1, 180	6	7, 300	525	223, 000	-----	-----	13, 500
674	239	5	a1, 426	6	17, 596	477	801, 000	60, 000	2, 893	58, 652
-----	-----	-----	a180	-----	600	50	-----	-----	-----	-----
596	391	31	a1, 372	6	17, 138	1, 090	569, 500	1, 600	90	22, 415
423	17	5	a843	6	3, 100	150	112, 500	11, 160	600	10, 700
1, 271	121	26	a2, 387	17	21, 950	835	677, 000	30, 000	2, 300	53, 230
421	78	3	a946	7	2, 319	100	65, 300	-----	-----	20, 145
47	30	0	145	1	1, 000	20	90, 000	14, 000	720	5, 290
949	59	18	a1, 818	11	11, 750	100	569, 500	-----	-----	53, 550
228	7	-----	260	2	-----	-----	10, 000	-----	-----	3, 000
123	95	5	444	1	5, 193	75	75, 000	9, 000	540	21, 200
13, 348	2, 543	230	a30, 587	152	267, 689	12, 376	9, 938, 591	1, 211, 665	56, 248	926, 248

b Sex not reported in all cases.

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Degrees conferred by institutions for the superior instruction of women.

States.	Number of degrees.	States.	Number of degrees.
Alabama	69	Missouri	33
Georgia	120	New Hampshire	3
Illinois	13	New York	6
Indiana	15	North Carolina	27
Iowa	6	Ohio	25
Kansas	1	Pennsylvania	15
Kentucky	75	South Carolina	34
Louisiana	26	Tennessee	135
Maine	14	Texas	5
Maryland	18	Vermont	2
Massachusetts	93	Virginia	56
Minnesota	8	Wisconsin	5
Mississippi	35	Total	844

Table VIII presents the statistics of 236 institutions for the superior instruction of women, having 2,989 instructors and 30,587 students. Five colleges for women¹ in New York State which, on account of their relation to the University of New York, are included in Table IX, report 894 students; coeducation universities or colleges, Table IX, report in preparatory departments 8,161 female students, in classical courses 2,009, and in scientific courses 1,196; coeducation colleges and schools of science, Table X, report in preparatory departments 460 female students—making the total number of women reported in institutions for superior instruction 43,307 as against 40,407 reported in 1882-'83. Of the whole number, 18,196 are reported in preparatory departments and 19,916 in collegiate, special, and graduate courses, the classification of the remainder not being specified. It will be observed that no statement is given of the number of female students in the schools of Table X in other departments than the preparatory.

The property valuation for the schools of Table VIII is, as far as reported, \$9,938,591. The amount of productive funds is \$1,211,665, and the income from the same, \$56,248. Tuition fees, which are the chief sources of income, amounted for the year, so far as reported, to \$926,248.

The number of the institutions reported authorized by law to confer collegiate degrees is 152. The number of degrees conferred in 1884 was 844, or 60 less than the number reported in 1882-'83.

Every year shows a slight increase in the number of young women pursuing superior courses of study, a due proportion of this increase being in the leading coeducation colleges and in the colleges for women that maintain the highest standards. For example, Boston University reported in 1880-'81 108 women students out of a total of 507; in 1883-'84 the number of women reported is 154 out of a total attendance of 614.

The attendance of women students at Michigan University for the corresponding years was as follows,² the figures in parentheses being for 1880-'81: Departments of literature, science, and the arts, 118 (81); department of medicine and surgery, 40 (43); law department, 1 (1); school of pharmacy, 2 (2); homeopathic medical college, 11 (8); college of dental surgery, 5 (3); total, 177 (133).

Harvard Annex had 27 pupils the first year of its existence, 1879, and 50 in 1884.

Cornell University² had 60 women students in 1880-'81 and 49 in 1883-'84.

The attendance at Vassar, Smith, and Wellesley Colleges for the corresponding

¹ The colleges are Wells, Elmira Female, Rutgers Female, and Vassar, and Ingham University.

² The figures for 1883-'84 have been made up from the catalogue of students, the sex being inferred from the name. The inference is possibly not correct in every case.

years was as follows, the figures in parentheses being for 1880-'81: Vassar, preparatory department, 63 (69); collegiate, special, and art courses, 237 (215); Wellesley, 515 (372); Smith, 296 (254). The total attendance of women at the schools specified was then, by these showings, 1,243 in 1880-'81 and 1,541 in 1883-'84. On the whole, however, the increase in the number of women who compete for scholastic honors on the same basis as men is not rapid enough to threaten any disturbance of existing social, domestic, or business relations.

Since the date of my last report, women have been admitted to Middlebury College, Connecticut; to Dickinson College, Carlisle, Pa.; and to the medical department of Columbian University, Washington, D. C. The Corcoran School of Science, one of the several schools under the control of this university, admits women as well as men.

Bryn Mawr College, founded by the late Joseph W. Taylor, M. D., is to be opened in the fall of 1885. The institution is intended to meet the wants of advanced students. Thus the course in mathematics presupposes preliminary training through trigonometry; the courses in modern language, power to read fluently; and other courses, equal advancement.

The Massachusetts Institute of Technology announces in its catalogue for 1883-'84 that—

At the request of the Woman's Education Association of Boston and with its generous coöperation, special laboratories for the instruction of women were provided in 1876, the design being to afford facilities for the study of chemical analysis, industrial chemistry, mineralogy, and biology. Through the changes made during the past year, these and better opportunities for the higher education of women in scientific pursuits are now offered in the Kidder laboratories of chemistry and in the physical, biological, and other laboratories; and the Margaret Cheney memorial reading room has been opened for the use of young women who may be students in the school.

The names of 11 female students appear on its register, and the names of 25 on the register of the Lowell School of Practical Design, which is under the corporation of the Massachusetts Institute of Technology but supported by the Lowell Institute.

Two new enterprises having for their object the higher education of women have been announced since the beginning of the year. The Methodist denomination purposes the establishment of a Methodist female seminary of high grade in Baltimore, and funds have been pledged and plans matured for the establishment of a college for women in the city of New York, a practical outcome of the agitation with reference to the admission of women to Columbia College. In 1883, 6 women passed the examinations for admission to the classes and collegiate course arranged for women under the auspices of the college, and 3 presented themselves this year. Harvard Annex reports 50 students the present year and \$70,000 subscribed toward the fund of \$100,000 necessary to insure its incorporation. The success achieved by certain of the graduates of Harvard Annex in work of a high order is one of the most encouraging facts in connection with the higher education of women.

At the present there seems to be more need of increased funds and resources for the existing institutions of the class under consideration than of new institutions. No record of the agencies for promoting the higher education of women would be complete without reference to the societies that have this object in view.

HARVARD EXAMINATIONS FOR WOMEN.

The Woman's Education Association has been actively engaged in the work for 12 years. One of the first measures proposed by it was the Harvard examinations for women, with reference to which the association submits the following in the report for 1884:

On account of the lessening number of candidates, never so large as in 1879, your committee had been gradually approaching a conviction that the experiment of the Harvard examinations for women had been fairly tried and that other agencies were now doing the work proposed. The answers to the questions sent out by the committee strengthened this conviction, and led them in December, 1882, to report to the

association that "in the judgment of the committee the time has now come when the subject of discontinuing the examinations should be brought before the association. The committee are unanimously of the opinion that, while those girls preparing to take the first half of the examination in 1883 and the second half in 1884 should by no means be disappointed, it will be best to hold no examination later than 1884.

"The reasons for this conclusion are these: There are now many opportunities for the higher education of girls which did not exist when we asked Harvard University to give these examinations: Smith College, Wellesley College, Boston University, and the course of collegiate study at Cambridge—the Annex—have all been opened since that time in our State, while at Vassar and Cornell and at Michigan State University an increasing number of girls take advantage of the opportunities provided for them. It is evident that parents and teachers prefer that girls shall be prepared for colleges where studies may be continued rather than that they shall be prepared for an examination which, although valuable as a test of thoroughness, opens no new opportunities.

"The increase of girls' colleges has raised the standard of education for girls in the high schools. In most of the large towns the high schools have always prepared a few boys for colleges, and they give now the same opportunities to the girls. By this means, a stimulus has been given to the higher education of girls throughout New England. All the girls of the high schools became familiar with a higher standard of education and that presented by the Harvard examinations is less needed.

"It is evident that this system of examinations has not taken root among us, and that it is now rendered unnecessary by the establishment of the girls' colleges, which have rapidly gained in public favor. It is certain, however, that the examinations have done much to promote an interest in the higher education of women, and have thus furthered the end for which they were established."

The association accepted this report and appointed the committee on the examinations a special committee to communicate to the dean of the college faculty that, in the judgment of the association, the general interest in the examinations would not justify our support of them after 1884.

The New York committee objected to this action and petitioned the faculty to continue the examinations after 1884 and to advertise them.

The Cincinnati committee joined the New York committee, while the Philadelphia ladies resolved to join in the action of the committee of the association, who, however, on account of the remonstrance of the New York committee and other important considerations, voted "to inform the association that they might need a longer time than that at first proposed for terminating their connection with the examinations."

In closing the report for 1883, the committee would add that, since the extended advertisement of the examinations by means of these questions has not resulted in any increase in the number of candidates, they will not probably ask for a postponement of the time at first proposed for closing our connection with the examinations, i. e., the summer of 1884.

A full consideration of the influence of the examinations and of their failure to excite a permanent interest in our community will belong to the time when the committee shall have finished their work; but they do not wish to postpone until then all expression of gratitude for the fidelity, patience, and kindness with which the members of the university concerned in the experiment have performed their part of the work.

ASSOCIATIONS DEVOTED TO THE HIGHER EDUCATION OF WOMEN.

The Association for Promoting the Higher Education of Women in New York was organized in 1882. Its avowed object is to secure the admission of women to Columbia College. It also endeavors to raise the standard of instruction in existing schools for girls.

The Association of Collegiate Alumnae is giving special attention to the subject of physical education for women. A circular of inquiry was prepared and issued by them for the purpose of ascertaining the effect of college education upon the health of women students. After 462 of the circulars had been answered the committee published a report stating that the members fully believe that a college education is physically beneficial and "that college statistics show an average of health among women students higher than among women at large; but they also realize that the physical status of American women of the educated class is painfully low, and they believe that the colleges ought to be among the first to take measures against this dangerous deterioration of physique." The report also gave a schedule showing how fragmentary had been the work done in this direction by the colleges represented in

the association, and added a series of suggestions addressed first to parents, secondly to governing bodies of institutions which grant degrees to women, and thirdly to women students.

This was not the extent of the results effected. The permanent value of the investigation has been publicly recognized. The Massachusetts State board of statistics, considering the research important to the public welfare, has made a voluntary proposition through its chairman to employ the time of six clerks for three months to the end of collating and arranging these statistics in the best possible form.

In 1883 the Western Association of Collegiate Alumnae was founded and has already entered upon practical work in several important directions.

The Massachusetts Society for the University Education of Women continues its excellent work of giving encouragement, sympathy, and direct pecuniary help to women who, against great obstacles, are seeking to make use of opportunities for advanced study. One of the most important features of its work is the Loan Library, which secures the use of text books to such students as need help in this way. The society lends its hearty coöperation to measures for improving the living conditions of women students and for promoting their physical training.

COEDUCATION.

The action of the faculty of Adelbert College of Western Reserve University with reference to the continued admission of women excited much feeling, but happily has not resulted to the disadvantage of the women.

At a meeting of the faculty held June 9, 1884, "it was voted that the trustees be informed that the faculty are of the opinion that after the autumn examinations of 1886 young women should not be admitted to coeducation in this college."

This vote was approved by all the members of the faculty except the president, who was absent from the meeting and did not know that any such action was contemplated. This minute was transmitted to the board of trustees at their meeting, June 18. The board appointed a committee to examine the question and directed that they report to the board at a special meeting to be held November 7. This committee, consisting of Hon. W. I. Chamberlain, Mr. Joseph Perkins, Hon. S. E. Williamson, Mr. Samuel Andrews, Mr. L. E. Holden, Mr. W. H. Doan, and Rev. Carroll Cutler, proceeded to seek information from a very large number of those presidents and professors of colleges and other high schools of learning who had had experience in the joint education of men and women, and from a considerable number of those who had had no experience, but who were thought best able to present the arguments against it.

The committee met first on September 15 to consider the subject and compare the testimony which they had received, and again on November 6 to determine on a report to be made to the board. The majority of the committee, consisting of Mr. Chamberlain, Mr. Perkins, Mr. Doan, and Mr. Cutler, agreed to a report concluding as follows: "In view of such and such like facts and opinions, your committee beg leave to recommend that the action urged by the faculty, viz, 'To refuse, after the autumn examinations of 1886, to admit young women to coeducation in Adelbert College,' be not adopted by this board of trustees." Mr. Williamson and Mr. Andrews presented a minority report urging that no women be hereafter admitted to Adelbert College. Mr. Holden was absent, but concurred in the views of the majority. At the meeting of the board of trustees on November 7 the recommendation of the majority report was adopted by the board, after a long and thorough discussion of the entire subject, by a vote of 12 ayes to 6 noes, 1 member not voting.

At this meeting a paper was submitted by the president of the faculty, Carroll Cutler, containing an exhaustive review of the results of coeducation in the colleges in which it has had adequate trial, as also a candid statement of the arguments advanced against the system. In conclusion Mr. Cutler says:

Joint education of men and women in the higher studies has now been tried in a sufficient number and variety of colleges and for a sufficient length of time to prove

that no special difficulties and evils grow out of it and that it does away with the greatest difficulties and evils of the old monastic system. It makes college life and society more nearly human, instead of "only half human." The half human ever verges first and last towards the bestial, whether in armies, on shipboard, in miners' camps, or in colleges, monasteries, and nunneries. It would be wise to humanize the colleges still more, rather than to begin the process of dehumanizing them; better to follow the example of the churches, and get in the fathers and mothers as well as the brothers and sisters. This we do to some extent, and to our great benefit too, when cultivated ladies and gentlemen, fathers and mothers, attend our popular courses of lectures. They bring a moral blessing with them and carry a mental one away. It is a good exchange for us; and well would it be for the college if it were oftener and more systematically made.

The situation of this college is specially favorable to the joint education of men and women. It is within reach of many cultivated and christian homes, in which both classes of students can live amid the best of influences. All the natural, social, and christian surroundings of the college harmonize with it and help it. All the schools, except one or two, from which we can hope to receive pupils are frequented by boys and girls alike. Our own two academies are mixed schools and prepare boys and girls for college. Our medical college and the other medical colleges of the city admit women to all their instructions, examinations, and degrees. All experience west of the Alleghany Mountains shows that this true method of nature is also the fitting thing in the view of the people. There is scarcely a college in all this central and western region which can be called in any sense prosperous which does not adopt it. Many even of those colleges which were founded and carried on for many years on the monastic principle have adopted it partly in self defence, because they saw that it was demanded and they would lose patronage without it. This college cannot prosper by discarding and antagonizing the advanced and advancing thought and feeling of the world about it, by falling back upon mediæval notions and methods.

It seems to be hoped by some that, if women could only be turned out from this college or put off with the heel-taps and broken meats of knowledge after the men have been intellectually dined, some one will have pity on them and come to the rescue with an endowment of a college for them. To place a separate college for women here in as good condition as this college now is, for their education in the same classes with men, would require at least \$800,000; and then with a capital of \$1,600,000 we should be doing the same work over twice, and, on account of the evil and mistaken monastic system on both sides, be getting out of it results, for men and women both, which would be far inferior both intellectually and morally. To add \$400,000 to the funds of this college as it now is would, if wisely managed, more than double the advantages which both parties would then have in courses, instructors, apparatus, and books, and, besides, give a far higher, more natural and human tone intellectually and morally to all our work. A policy of separation is poor financial economy and morally poorer still.

I am of the opinion that women ought, hereafter as heretofore, to be admitted to this college and to have every privilege it can afford —

(1) Because all the reasons assigned for closing the doors to women are either such as are practically irrelevant to the subject or such as every touch of experience proves to be groundless.

(2) Because their presence elevates the scholarship.

(3) Because it elevates the moral tone of college life, improves the order, and tends to banish coarseness and rudeness.

(4) Because, while it is true that there are comparatively few women who desire a full college education, those few ought to be cheerfully and cordially encouraged in it and helped to it by all who are interested in the progress of God's kingdom, since the fields of labor now opened to them and forced upon them are so important, so fruitful, and need such high qualifications.

(5) Because this college was founded especially for Christ and His church, and ought to do all it can, and in all the ways which Providence opens as the times advance, to meet the needs of the church and serve the Head of the church.

(6) Because our two academies are open to girls as well as boys, to their great advantage, and our medical college also admits women. To refuse them the advantages of the college would be causelessly to destroy the harmony of the system and would cast a reflection both upon the academies and the medical college.

(7) Because the exclusion of women will disaffect and repel from the college all those high schools, academies, and preparatory schools, of every name, which teach and prepare for the college courses both boys and girls. We cast a reflection upon their system, and no argument can ever disabuse their minds of an idea which our public action and our daily practice enforce upon them. We cannot afford to say to all these schools in Ohio and elsewhere that we consider one-third or one-half of their pupils unfit candidates for the privileges of this college, however high their character or scholarship. We cannot make this invidious distinction without throwing cold water

on the interest and enthusiasm of those pupils who might otherwise come to us from these schools, and upon those teachers who have as great hopes of the one class of their pupils as of the other and as great interest in them.

(8) Because, if we exclude women, we thus make it so much less worth while for all these schools to hold up their courses to the studies and the standard of requirement for admission to college. We shall thus certainly destroy our connection and disorganize the system on which we must depend for prosperity. The people will not endure to see a public and offensive rejection of a considerable part of those who desire college education, and will inevitably say: "Henceforth we cut all connection with you. You go your way; we will go ours."

(9) Because the public can never be made to believe that a college with so large an endowment and so small an attendance can have any valid justification for thus totally and gratuitously warning off one-half the human race. They will laugh such a transaction to scorn. This public, on which the college is dependent for success, has a strong sense of justice and a long memory for injustice.

(10) Because a long and very varied experience of many colleges and other institutions of every grade testifies on every hand that the results of the joint education of men and women are good, and only good, for both men and women.

(11) Because economy requires it.

(12) Because the policy of the college as a public trust for the public good ought to be to broaden its sympathies and take hold of ever wider circles of public sympathy, in order that it may do an ever increasing amount of good.

(13) Because the honor of our founders and donors will be compromised by any narrowing policy. They live in the honor and reverence of men in proportion as the college draws toward it all classes of the people by its work for their good and its liberal principles.

(14) Because the college has burdens enough to bear already, some from the remote and some from the recent past. The shock it has already received from the mere proposal to do this unjust thing we are now met to consider, it will not soon recover from.

HIGHER EDUCATION OF WOMEN ABROAD.

The most important provision for the higher education of women of which information has been received since the date of my last report has been made in Canada.

The corporation of McGill University, Montreal, has had the subject under consideration since the establishment of the McGill Normal School in 1857. In 1870, when the university appealed to its friends for additional endowment, the Rev. Dr. Wilkes moved a resolution to the effect that the university should as early as possible extend its benefits to women. This resolution was unanimously adopted, but the means for carrying it into effect were not immediately forthcoming. In 1883 Principal Sir J. William Dawson, C. M. G., LL. D., visited Great Britain for the purpose of studying in detail the methods in operation in that country and reporting upon the same. On his return he found that 8 young women, who had passed as associates in arts, were prepared to proceed at least as far as the examinations for senior associate and were desirous that the university should aid them in their studies. The financial difficulty in the way of meeting this practical demand was removed by the gift of Hon. Donald A. Smith, who placed \$50,000 at the disposal of the university, to be invested for the endowment of a college and classes for women.¹ Under this endowment the classes have been commenced for women in the first and second years of the college course under special regulations. The course of study and the examinations are the same as for men, except that women are allowed to take German as equivalent to Greek. Although no actual provision has been made for the third and fourth years as yet, it is understood that the present students, about 15 in number, are to proceed to graduation.

The following universities in Canada admit women to lectures in the same classes as men: Victoria, at Coburg; Queen's, at Kingston; Dalhousie, at Halifax; and University College, at Toronto. The last named was opened to women for the first time in 1884, and the action was regarded as a signal triumph for the cause of women's education, as the college is a state institution and the applications of the women had to be dealt with as a matter of public policy. It is noticeable that in Canada,

¹ Information reaches the Bureau that this gentleman has added \$50,000 to his original gift.

as in Great Britain and the United States, the higher education of women received its chief impulse from the work and the requirements of women teachers. In Ontario women are allowed to teach in high schools as assistants, but they cannot become head teachers without taking a degree in arts. Hence the opportunity of securing a degree is of great practical importance to those who are ambitious to secure promotion in the teaching profession. Several women are now in their fourth year in the University College, all of whom will probably take their degree of B. A. in the coming year.

My last annual report contained a very full summary of the state of higher education for women in Europe. Since that date women have been admitted to certain of the honor examinations of Oxford University, the statute to that effect having been passed by the convocation of the university April 29, 1884.

University College, Liverpool, one of the youngest though most vigorous local colleges, has been admitted to a place in Victoria University. This puts a medical degree within the reach of residents in Liverpool and neighborhood without the expense of going to Glasgow or Edinburgh for the completion of their medical training. As part of the Victoria University the college is now able to confer on women trained within its walls the same degrees as those open to men.

The report of the first session of the department for women, Owens College, Manchester, is encouraging. The total number of registered students is 60, and the attendance and work have been highly satisfactory. A series of scholarships has been founded, the value of each being 20*l.* per annum, tenable for three years. Two such scholarships will be offered in July for competition among the pupils of the Manchester High School for Girls, and two for open competition at the end of September or the beginning of October next.

The council has not so far thrown open any of the college scholarships for competition among the students in the department for women. By the generosity, however, of a governor of the college, Mr. Thomas Ashton, the council is enabled to offer for competition among duly qualified students in that department in October next an extra Victoria scholarship (in classics). The value of the scholarship will be the same as that of the ordinary scholarship, 40*l.* per annum for two years; the examination will be in the same papers; the standard to be reached will be the same; and the conditions of competition and tenure will be identical, or as nearly so as the nature of the case will allow.

The degree of doctor in mental and moral science at London University has been won by a woman, who thus becomes D. SC.

The following statement is from a paper on the "University education of women," by Mrs. Henry Sidgwick, read before the recent International Conference on Education, London :

Without counting those who have this year completed their university course, about 392 students have been sent out into the world from Newnham and Girton,¹ of whom 127 passed honor examinations, and during the last academic year there have been between the two colleges 146 students in residence. If we inquire about the subsequent history of these 392 students, we find that about 205 are in different ways engaged in teaching (including 5 who are married), 3 are preparing for the medical profession, 11 have employments of other kinds, 2 have gone into sisterhoods, about 47 have married or are on the point of doing so, 102 others are living at home without (so far as we know) being engaged in earning their living, 9 (including 2 married ones) have died, and there are about 20 respecting whom I have failed to obtain information.

From these statistics it appears that the majority of students have been preparing for professional work, chiefly the work of teaching. It would be a mistake to suppose, however, that they come exclusively from the class which supplied female

¹ The following statistics of students in Girton College are from the college report for 1884 :

The number of students who have been in residence in the college since its commencement is 181. Of these, 80 have obtained honors according to the Cambridge University standard (28 in classics, 22 in mathematics, 1 in mathematics and in moral sciences, 1 in mathematics and in history, 14 in natural sciences, 1 in natural sciences and in moral sciences, 7 in moral sciences, 5 in history, and 1 in theology) and 25 have passed examinations qualifying for the ordinary B. A. degree; 51 have not yet completed their course.

teachers thirty years ago, because, during that period, this class has been considerably enlarged, partly from the increase of honorable and independent posts (due in the teaching profession, mainly, to the increase in number and importance of high schools for girls), but still more from the steadily growing feeling among the daughters of professional men that they ought to earn their own living. It would be interesting to try to ascertain the causes of this growing feeling; perhaps one of them may be found in the diminution of necessary domestic work, due to the increased manufacture on a large scale of articles of food and clothing, and to the invention of the sewing machine and other labor saving apparatus; but, however this may be, of the fact that more women seek serious work outside their homes than was formerly the case there can be no doubt.

But though the professional class of students is in the majority there remains an important class who come from a disinterested love of knowledge and desire for intellectual training. It is, I believe, the universal opinion of all who have watched the work at Cambridge that the intermixture of these two classes has been a gain to both, the presence of the one tending to foster the spirit of steady and concentrated work, and of the other to promote a greater interest in the subjects taught for their own sake.

The cause of higher education for women has been materially advanced in Scotland through the opening of Queen Margaret College. This is a practical outcome of the efforts made by the Glasgow Association, although the funds for this particular institution are due to the generosity and public spirit of one woman, Mrs. Elder. The senatus of the University of St. Andrews has received six petitions on the subject of university education of women, one of which was presented by the L. L. A.'s of the university. The petitioners ask two things: (1) They all ask for such a course of university education as the senatus may think fit to grant; (2) some of them ask for admission to degrees in arts. As to the first the senatus expresses its willingness to grant separate courses of systematic university instruction to women, provided a sufficient sum of money is raised by the petitioners (or others) to enable this to be done, especially as during the earlier stages of the experiment the attendance at the several classes might not be so large as to furnish adequate remuneration to the professors without such a fund. As to the second, the senatus resolves as follows: (1) That in the mean time, as an equivalent for graduation, women students be recommended to take the L. L. A. examination in all the subjects necessary for the M. A. degree, inasmuch as the examination papers used in the two cases are the same. (2) The senatus is further willing to urge upon Parliament the claims of women to the privileges of matriculation and graduation, and the existing interests of the university warrant such a step, and provided that every female student attending the university shall lodge or board in some house in St. Andrews to be approved of by the senatus.

At the L. L. A. (literate in arts) examination of 1884 there were 319 passes, with as large proportion of honors.

In his report upon the higher education of women, published after his visit to England, Principal Dawson, of McGill University, says:

In Britain, as in this country, the question of separate or mixed education of the sexes has been much discussed; but in this, as in other matters, the practical and free genius of the English people has set itself to work out the problem in real life, instead of debating it in a theoretical manner, and consequently we find a number of experiments in progress. These may be classified under three heads: (1) What is sometimes called in this country "coeducation," or the education of both sexes in mixed classes; (2) separate education in colleges specially for women; and (3) intermediate or eclectic methods, in which the two first are combined in various proportions. The coexistence of these different methods has the good effect of enabling parents and students to make a choice of systems and to avail themselves of that which they prefer, without establishing anything more than a friendly rivalry between the different kinds of institutions.

The method of mixed classes Principal Dawson found in successful operation in University College, London, and in University College, Bristol. As examples of education in separate colleges he instances Cheltenham, which has as many as 500 pupils and students; Bedford, North London, and Milton Mount Colleges; the King's College

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classes, London; and Holloway College. The third method is that pursued at Girton and Newnham Colleges, Cambridge; Somerville and Lady Margaret Halls, Oxford; the woman's department of Owens College, Manchester; and the classes of the Edinburgh Ladies' Educational Association.

The second annual report of the Royal University of Ireland presents a gratifying view of the work of the women students.

The number of women who have availed themselves of the opportunities presented by the university has not been large, but of those who have passed through the university examinations a considerable proportion have done so with marked distinction.

In the autumn of 1883 the matriculation examination was passed by 33 women, of whom 11, or one-third, obtained honors, some of them in more subjects than one.

Twenty-three passed the first university examination in arts, 12 with honors, and, of the 9 women candidates who presented themselves at the second university examination in arts, 5 obtained honors, almost all in more subjects than one. At this examination a woman student obtained the first place in the honor list, both in logic and in biology, obtaining honors also in Latin; another headed the honor list in English, while a third obtained the only honors given at the examination in music; and at the examination for the university scholarships, held last January, a woman student obtained the first place in the competition for the scholarships in modern literature.

The higher education of women is steadily gaining ground in India. A high school for girls has recently been opened at Poona and numbers some 60 pupils.

The array of facts which meets us thus from year to year with reference to new provision for the higher education of women or the good results from existing provision is sufficient proof of the inestimable value of these provisions to the individual women who have or may enjoy them and of large benefits ensuing therefrom to society in general.

TABLE IX.—UNIVERSITIES AND COLLEGES.

The following is a statement of the aggregate number of this class of institutions, with instructors and students, as reported to this Bureau each year from 1874 to 1884 (1883 omitted):

	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.
Number of institutions	343	355	356	351	358	364	364	362	365	370
Number of instructors.	3,783	3,999	3,920	3,998	3,885	4,241	4,160	4,361	4,413	4,644
Number of students...	56,692	58,894	56,481	57,334	57,987	60,011	59,594	62,435	64,096	65,522

TABLE IX.—*Summary of statistics of universities and colleges.*

States and Territories.	Number of universities and colleges reporting.	Number reporting date of charter.	Number not reporting date of charter.	Number reporting only preparatory students.	Number reporting collegiate students.	Number not reporting classification of students.	Number not reporting students.	Number not reporting libraries.	Years in course.				
									Number not reporting.	Number with four-year course.	Number with three-year course.	Number with courses over four years.	Number having only elective courses.
Alabama.....	4	4	0	1	2	0	1	1	2	2	0	0	0
Arkansas.....	5	4	1	0	3	2	0	2	1	4	0	0	0
California.....	11	11	0	1	9	1	0	1	0	10	0	1	0
Colorado.....	3	3	0	0	3	0	0	0	0	3	0	0	0
Connecticut.....	3	3	0	0	3	0	0	0	0	3	0	0	0
Delaware.....	1	1	0	0	1	0	0	0	0	1	0	0	0
Florida.....	1	0	1	0	0	0	1	1	1	0	0	0	0
Georgia.....	6	6	0	0	6	0	0	2	0	6	0	0	0
Illinois.....	29	29	0	2	24	3	0	3	1	25	0	3	0
Indiana.....	15	14	1	1	13	1	0	0	2	12	0	1	0
Iowa.....	19	18	1	1	18	0	0	1	0	18	0	1	0
Kansas.....	8	8	0	0	8	0	0	1	0	8	0	0	0
Kentucky.....	15	15	0	0	15	0	0	3	1	8	0	5	1
Louisiana.....	10	10	0	2	7	1	0	2	1	5	0	3	1
Maine.....	3	3	0	0	3	0	0	0	0	3	0	0	0
Maryland.....	10	10	0	0	9	1	0	0	1	7	1	1	0
Massachusetts.....	7	7	0	0	7	0	0	2	0	7	0	0	0
Michigan.....	9	9	0	2	7	0	0	1	0	9	0	0	0
Minnesota.....	5	4	1	0	5	0	0	1	1	4	0	0	0
Mississippi.....	3	3	0	0	3	0	0	0	1	2	0	0	0
Missouri.....	20	19	1	3	14	3	0	5	1	14	1	3	1
Nebraska.....	5	5	0	2	3	0	0	0	0	4	0	1	0
New Hampshire.....	1	1	0	0	1	0	0	0	0	1	0	0	0
New Jersey.....	4	4	0	1	2	1	0	1	0	3	0	1	0
New York.....	29	26	3	0	28	1	0	7	2	23	0	4	0
North Carolina.....	9	9	0	0	8	0	1	1	0	7	0	1	1
Ohio.....	33	33	0	0	30	1	2	5	0	30	0	3	0
Oregon.....	6	6	0	0	5	1	0	0	0	5	0	1	0
Pennsylvania.....	26	26	0	1	24	1	0	2	2	21	0	3	0
Rhode Island.....	1	1	0	0	1	0	0	0	0	1	0	0	0
South Carolina.....	9	9	0	0	8	0	1	3	2	7	0	0	0
Tennessee.....	20	20	0	1	17	0	2	3	2	15	0	0	3
Texas.....	11	11	0	0	9	2	0	2	0	7	0	3	1
Vermont.....	2	2	0	0	2	0	0	0	0	2	0	0	0
Virginia.....	7	7	0	0	7	0	0	0	0	3	0	0	4
West Virginia.....	2	2	0	0	2	0	0	0	0	1	0	0	1
Wisconsin.....	8	8	0	0	8	0	0	0	0	8	0	0	0
Dakota.....	2	2	0	0	1	1	0	1	0	1	0	1	0
District of Columbia	5	5	0	0	4	1	0	1	0	3	0	2	0
Utah.....	1	1	0	1	0	0	0	0	1	0	0	0	0
Washington.....	2	2	0	0	1	1	0	0	0	2	0	0	0
Total.....	370	361	9	19	321	22	8	52	22	295	2	38	13

CXLVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE IX.—Summary of statistics of

States and Territories.	Number of universities and colleges. Number of instructors.		Preparatory department.						Collegiate department.					
			Students.						Corps of instruction.	Whole number of students.	Students in classical course.		Students in scientific course.	
											Male.	Female.	Male.	Female.
			Total.	Male.	Female.	Preparing for classical course.	Preparing for scientific course.	Number unclassified.							Male.	Female.	Male.	Female.
Alabama	4	1	169	169	.....	110	58	.....	46	332	.....	.....	.....	.....
Arkansas	5	18	a665	163	152	b240	.....	.....	21	230	cd97	5	.....	.....
California	11	33	a1,211	990	118	193	314	257	135	933	c336	48	107	56
Colorado	5	10	295	199	96	60	57	78	26	86	14	3	13	5
Connecticut	3	0	0	0	0	0	0	.....	76	958	815	13	30	3
Delaware	1	.....	.....	.....	.....	.....	.....	.....	6	58	10	16	23	.....
Florida	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	6	6	a176	152	2	29	23	10	55	459	c318	.....	24	.....
Illinois	29	83	a2,735	1,651	546	b642	566	512	232	1,998	ce811	c151	305	207
Indiana	15	31	1,577	1,025	552	182	403	314	131	1,615	c659	c99	173	74
Iowa	19	37	2,369	1,348	1,021	318	540	525	188	1,266	c537	171	283	167
Kansas	8	30	1,304	905	399	171	221	176	78	450	167	56	140	54
Kentucky	15	27	a835	624	135	b291	166	96	114	1,182	c510	32	128	11
Louisiana	10	26	a1,418	1,000	373	b115	55	.....	86	372	c225	2	49	7
Maine	3	.....	.....	.....	.....	.....	.....	.....	35	339	306	29	2	1
Maryland	10	29	393	374	19	233	59	69	118	821	c319	c62	.....	.....
Massachusetts	7	.....	209	209	.....	111	.....	21	168	2,010	1,675	50	23	.....
Michigan	9	29	a1,604	553	467	249	212	416	117	1,029	115	69	125	75
Minnesota	5	7	449	256	193	223	79	123	73	499	140	53	25	11
Mississippi	3	5	a500	256	.....	160	63	161	24	241	62	4	59	13
Missouri	20	34	a1,742	1,139	401	475	443	124	180	2,057	173	51	163	22
Nebraska	5	20	750	504	246	7	6	305	46	127	c46	c25	11	6
New Hampshire	1	.....	.....	.....	.....	.....	.....	.....	15	232	232	.....	.....	.....
New Jersey	4	2	68	68	.....	22	.....	46	76	602	421	.....	.....	.....
New York	29	76	2,289	1,978	311	b497	224	417	446	3,641	c1,797	c393	895	80
North Carolina	9	18	373	298	75	b203	22	42	66	758	236	.....	107	.....
Ohio	33	106	4,002	2,817	1,185	1,362	810	960	327	2,601	c1,215	c410	286	150
Oregon	6	9	589	329	260	b165	53	203	34	283	c41	c20	33	30
Pennsylvania	26	59	a1,828	1,328	408	b336	172	308	295	2,195	cf1,246	c70	257	32
Rhode Island	1	.....	.....	.....	.....	.....	.....	.....	17	270	263	.....	7	.....
South Carolina	9	17	478	327	151	86	282	90	46	371	121	3	17	2
Tennessee	20	34	a1,712	1,265	372	296	410	155	151	1,234	c393	20	50	25
Texas	11	25	a1,274	725	319	333	501	123	97	1,161	337	85	133	79
Vermont	2	0	0	0	0	0	0	0	20	102	78	15	.....	.....
Virginia	7	5	71	71	.....	.....	.....	.....	78	803	c203	.....	2	.....
West Virginia	2	3	49	46	3	28	11	.....	15	210	40	10	24	6
Wisconsin	8	28	926	716	210	266	256	277	93	631	208	42	198	69
Dakota	2	6	a32	.....	.....	7	2	23	7	100	.....	.....	.....	.....
Dist. of Columbia	5	1	a59	49	.....	49	.....	.....	63	442	185	.....	.....	.....
Utah	1	9	259	157	102	.....	.....	259	.....	.....	.....	.....	.....	.....
Washington	2	5	a285	83	45	7	29	.....	14	10	4	2	2	2
Total	370	829	a32,755	21,774	8,161	b7,466	6,037	6,090	3,815	32,767	ae14,355	c2,009	3,694	1,196

a Sex not reported in all cases.

c A small number of scientific students included here.

b Classification not reported in all cases.

d Includes 82 sex not given.

universities and colleges—Continued.

Collegiate department.		Volumes in libraries.			Property, income, &c.					
Special or optional students.	Number of graduate students.	Number in college libraries.	Increase in the last collegiate year.	Number in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.
115	10	16,500	500	3,500	\$300,000	\$302,000	\$24,000	.....	.....	.....
2	1	2,820	400	.....	109,000	8,000	750	\$5,320	.....	.....
92	24	53,400	3,325	8,210	1,921,000	1,735,000	100,500	46,200	\$30,613	.....
42	.....	9,800	350	200	340,000	68,700	4,422	2,007	38,000	.....
66	31	173,000	12,325	26,000	1,409,630	1,921,732	84,991	110,393	.....	\$181,666
9	.....	3,000	200	2,000	30,000	83,000	4,080	.....	.....	.....
.....
8	.....	10,800	2,600	.....	380,000	330,967	17,500	500	8,000	.....
275	42	145,649	2,997	13,679	2,501,000	1,413,573	98,724	130,477	.....	79,355
125	9	80,594	3,866	15,074	1,120,000	940,935	52,217	23,350	23,000	.....
105	3	61,581	3,674	6,825	1,378,000	858,748	50,455	75,736	24,000	22,500
29	13	33,300	1,401	4,050	500,000	108,500	18,650	16,166	29,825	.....
23	21	49,290	857	10,838	920,500	951,643	56,825	64,292	.....	1,800
5	1	38,078	628	2,650	707,000	318,313	14,556	38,601	30,000	.....
1	.....	61,050	1,598	1,600	813,500	735,699	45,883	21,450	.....	118,769
57	170	74,400	75	4,190	819,500	3,027,600	228,734	48,275	27,075	1,090
90	79	312,551	12,365	42,755	2,261,027	6,850,405	364,592	162,438	.....	673,704
25	40	80,865	7,816	3,000	1,380,984	1,203,130	84,825	76,586	66,200	15,000
57	.....	26,037	2,210	800	820,765	876,030	51,064	33,422	23,000	15,763
20	13	10,800	675	2,025	480,000	14,000	1,200	7,976	32,643	.....
90	51	94,707	2,894	8,519	2,794,000	1,225,907	81,773	124,359	127,640	38,000
37	2	17,087	850	250	267,000	46,000	3,360	6,864	37,500	1,125
.....	.....	55,000	.....	.....	100,000	600,000	30,000	14,000	5,000	100,000
9	72	68,000	.....	17,400	810,000	1,389,000	71,500	16,410	.....	65,000
406	57	274,324	13,086	9,500	7,859,163	12,533,780	619,811	544,580	143,672	354,972
49	12	38,600	1,800	23,000	640,500	329,500	20,750	20,500	5,000	5,000
345	69	169,052	4,491	48,202	2,899,234	2,733,128	170,713	110,368	.....	110,500
2	.....	10,330	650	1,500	279,950	248,000	19,200	16,100	2,500	20,000
48	23	185,718	9,170	80,695	4,338,099	5,624,438	344,574	137,533	.....	91,000
.....	.....	53,522	598	.....	1,250,000	641,217	40,157	33,756	.....	137,468
38	.....	21,000	625	6,250	320,000	391,400	19,600	10,530	7,700	112,400
10	22	60,334	2,391	13,226	1,568,749	1,398,000	89,090	53,293	4,690	1,250
86	.....	12,948	560	900	342,000	41,500	1,300	60,346	.....	.....
9	.....	34,855	507	.....	395,000	250,000	15,200	6,179	8,130	.....
30	4	92,100	600	19,300	1,650,000	662,000	39,059	21,629	30,000	17,500
18	.....	7,000	200	200	200,000	130,000	6,400	5,200	15,000	.....
105	9	54,585	1,533	3,000	948,700	869,049	62,627	19,310	45,632	21,500
.....	.....	132	132	.....	35,000	.....	.....	.....	.....	.....
1	.....	44,000	200	769	1,200,000	20,000	60,642	10,589	18,500	26,875
.....	.....	2,913	50	.....	70,000	.....	.....	6,530	.....	.....
.....	.....	2,350	310	0	180,000	1,000	.....	6,300	750	0
2,429	778	2,541,772	99,409	380,107	46,339,301	50,881,894	3,018,624	2,105,565	784,270	2,218,177

e Includes 36 sex not given.

f Includes 99 sex not given.

Statistical summary of students in classical and scientific preparatory courses.

States and Territories.	Number preparing for classical course in college.			Number preparing for scientific course in college.				Total reported.
	In academies (Table VI).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In academies (Table VI).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In preparatory departments of scientific schools (Table X).	
Alabama.....	136		110	62		58	27	393
Arkansas.....	63		240	67				370
California.....	249	39	193	350	59	314	34	1,238
Colorado.....	31	5	60	24	0	57	25	202
Connecticut.....	106	154	0	54	111	0		425
Delaware.....	66			51				117
Florida.....	20			12				32
Georgia.....	904	71	29	286	77	23	648	2,038
Illinois.....	52	109	642	30	69	566	85	1,553
Indiana.....	30	9	182	59	27	403	115	825
Iowa.....	238	18	318	185	3	540		1,302
Kansas.....	38		171	28		221		456
Kentucky.....	316		291	194		166	70	1,037
Louisiana.....	75		115	17		55	53	315
Maine.....	159	219		25	29			432
Maryland.....	73	43	233	67	40	50	10	525
Massachusetts.....	189	1,118	111	61	244		56	1,779
Michigan.....	59	6	249	50	6	212		582
Minnesota.....	46		223	120		79		468
Mississippi.....	243		160	16		63	260	742
Missouri.....	335	96	475	213	69	443	289	1,920
Nebraska.....	68		7	26		6	10	117
New Hampshire.....	155	439		63	80			737
New Jersey.....	244	164	22	76	158			664
New York.....	1,066	779	497	440	446	224	44	3,496
North Carolina.....	719		203	273		22		1,217
Ohio.....	207	124	1,362	194	52	810	81	2,830
Oregon.....	60		165	20		53	50	348
Pennsylvania.....	632	452	336	482	299	172	240	2,613
Rhode Island.....	50	164		2	16			232
South Carolina.....	131		86	153		282		652
Tennessee.....	536	13	296	426	48	410		1,729
Texas.....	158		333	106		501		1,098
Vermont.....	260	23	0	97	4	0		384
Virginia.....	73	105		40	23		321	562
West Virginia.....	10		28			11		49
Wisconsin.....	219	272	266	85	110	256		1,208
Dakota.....		25	7		30	2		64
District of Columbia.....	111	60	49	80	12			212
Idaho.....	3			10				13
New Mexico.....	27	6		33	8			74
Utah.....	27			14				41
Washington.....	11		7	7		29		54
Total.....	8,195	4,513	7,466	4,598	2,020	6,037	2,418	35,247

Statistical summary of students in institutions for superior instruction (not including students in preparatory departments).

States and Territories.	Number of students in colleges.	Number of students in schools of science.	Number of students in schools for the superior instruction of women.	Total number of students reported in these institutions.
Alabama.....	332	99	848	1,279
Arkansas.....	230	4	.....	234
California.....	933	112	153	1,198
Colorado.....	86	96	.....	182
Connecticut.....	958	237	192	1,387
Delaware.....	58	.....	.....	58
Georgia.....	459	398	1,618	2,475
Illinois.....	1,998	319	1,111	3,428
Indiana.....	1,615	166	270	2,051
Iowa.....	1,266	252	511	2,029
Kansas.....	459	395	130	984
Kentucky.....	1,182	143	1,743	3,068
Louisiana.....	372	41	232	645
Maine.....	339	83	65	487
Maryland.....	821	286	408	1,515
Massachusetts.....	2,010	819	1,694	4,523
Michigan.....	1,029	186	76	1,291
Minnesota.....	499	.....	203	702
Mississippi.....	241	147	807	1,195
Missouri.....	2,057	83	1,261	3,401
Nebraska.....	127	13	.....	140
Nevada.....	.....	.....	80	80
New Hampshire.....	232	105	119	456
New Jersey.....	602	296	244	1,142
New York.....	3,641	4,051	1,211	8,903
North Carolina.....	758	.....	930	1,688
Ohio.....	2,601	541	988	4,130
Oregon.....	283	90	145	518
Pennsylvania.....	2,195	2,246	1,130	5,571
Rhode Island.....	270	.....	.....	270
South Carolina.....	371	135	539	1,045
Tennessee.....	1,284	.....	1,810	3,094
Texas.....	1,161	108	736	2,005
Vermont.....	102	49	77	228
Virginia.....	803	733	1,530	3,066
West Virginia.....	210	.....	235	445
Wisconsin.....	631	118	223	972
Dakota.....	100	.....	.....	100
District of Columbia.....	442	.....	.....	442
Washington.....	10	.....	.....	10
Total.....	32,767	12,351	21,319	66,437

The institutions reported in Table IX possess deep interest for those who seek to know the tendencies and to measure the progress of superior instruction in this country. The record of any particular year differs but little from that of the preceding, but the record of several years shows changes and movements that invite attention.

Of the 370 universities and colleges represented in the table, 19 report only preparatory departments and 8 do not report students, leaving 343 whose work is very clearly exhibited. Among these are distributed 32,767 collegiate students. A general statement like this, however, conveys a very imperfect idea of the estimate placed upon college training in this country as indicated by college attendance, the possibilities and requirements of States in one section being so unlike those of another. A better idea of the distribution of college students will be formed by considering separately the sections into which the country may be conveniently divided. In 1880 the centre of population was at latitude $39^{\circ} 4' 8''$ N. and longitude $84^{\circ} 39' 40''$ W. of Greenwich. It has moved slightly westward in the intervening years, but we shall not be far out of the way in using the point designated. The whole country may be divided into four parts ranged around this centre. The States would then be grouped as follows: To the first or northeast section belong Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Delaware, Maryland, Pennsylvania, District of Columbia, Ohio, and Michigan.¹ To the second or southeast section belong Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida. To the third or northwest section belong Indiana, Wisconsin, Illinois, Minnesota, Iowa, Nebraska, Dakota, Wyoming, Montana, Idaho, Washington, Oregon, and California. To the fourth or southwest section belong Kentucky, Tennessee, Alabama, Mississippi, Missouri, Arkansas, Louisiana, Kansas, Texas, Colorado, New Mexico, Utah, Arizona, and Nevada.

The total population of the first section is 20,601,581 and the total number of students in college courses 15,300, or 1 to every 1,346 of the people. The population of the second section is 6,338,022; the number of students in college courses, 2,601, or a ratio of 1 to 2,436. The population of the third section is 10,571,768; the number of college students 7,462, or 1 to 1,417. The population of the fourth section is 12,644,408; the number of college students 1,707, or a ratio of 1 to 7,404. The highest ratio is found, as we should expect, in the northeast section; the lowest, in the southeast section. It is true that the students in an individual college may not come altogether from the immediate vicinity of the college, but it is only three or four of the most noted institutions that control sufficient patronage outside of the sections in which their States fall to affect materially the ratios here given.

The institutions brought together in the table have, with few exceptions, the following common characteristics: they are empowered by law to confer collegiate degrees, or at least the B. A.; they offer a more or less extensive course in the studies that by common consent are assigned to the colleges of liberal arts, and they have students in the same.

Unchartered colleges or universities cannot confer degrees. Of such here tabulated, 2 have been recently organized and will probably secure charters before the students now matriculated are ready for graduation; besides these there are a few Roman Catholic colleges that maintain the usual college course as a means of preparing young men for a subsequent ecclesiastical course.

One hundred and twenty-three of the institutions in the table are designated as universities. A few of these have a full university organization and large resources; others are limited at present to one or more departments, but have assumed the title of university by virtue of authority conferred by their charters or otherwise, as a help to the largest possible development in the future; in other cases the name cannot be regarded as expressing either present scope or future possibilities, and its use is to be regretted. It will also be noticed that in a few instances the term college des-

¹ States like Michigan, that are on both sides of the dividing line, are assigned to the section in which the larger part of their population falls.

ignates a well endowed institution with collegiate and professional departments. These varying conditions make it desirable to view the institutions under consideration from some other standpoint than that of name or class.

Three conditions present themselves as worthy of consideration: The number of college students, the number of professors, and the sources of revenue. An analysis of the table with reference to these conditions will aid us materially in forming a correct conception of the provision that has been made among us for liberal education;

With reference to students and professors it appears that, of the 370 universities and colleges tabulated, 35 do not report college students separately; 226 report under 100; 75 report from 100 to 200, and of these 62 report 8 or more college professors each; 19 report from 200 to 300, and of these 17 report 10 or more college professors; 7 report from 300 to 400, with from 13 to 34 professors; 4 report from 400 to 500, professors 16 to 42; 2 report from 500 to 600, with faculties numbering 41 in one case and 33 in the other; 1 reports from 600 to 700, with a faculty of 41; and 1 reports above 700 college students, with a faculty of 58.

It appears, then, that, as regards the students and professors, we have a number of institutions prepared for vigorous work within, at least, the limits of the usual college curriculum. A glance at the table will show that these are with few exceptions well housed. It remains to take some account of their financial strength. Three sources of income are set forth: tuition fees, productive funds, and State appropriation. The 35 institutions reporting receipts from the last source are nearly all State universities or colleges in which merely nominal or no tuition fees are charged. The statistics of the remaining institutions indicate that tuition fees are not likely to decline with the increase of productive funds, the charges (not receipts) being as a rule largest where there are the largest endowments. Productive funds, as the most permanent and steady source of income, are most important to our present inquiry. With reference to these the table shows as follows:

(1) *Seventy-five colleges or universities having from 100 to 200 students.*—(a) 27 make no report under the head of productive funds¹ (6 of these did formerly report productive funds, and, of these, 4 in 1880 or more recently; 4 receive annual State appropriations; 22 have 8 or more professors); (b) 4 report none (all have 8 or more professors); (c) 5 report less than \$50,000 (of these, 4 have 8 or more professors); (d) 12 report from \$50,000 to \$100,000 (of these, 8 have 8 or more professors); (e) 23 report from \$100,000 to \$500,000 (of these, 20 have 8 or more professors); (f) 4 report above \$500,000 (all have 8 or more professors).

(2) *Nineteen colleges or universities having from 200 to 300 students.*—(a) 3 make no report under the head of productive funds; (b) 2 report less than \$50,000; (c) 2 report from \$50,000 to \$100,000; (d) 4 report from \$100,000 to \$300,000; (e) 3 report from \$300,000 to \$500,000; (f) 3 report from \$500,000 to \$1,000,000; (g) 2 report above \$1,000,000.

(3) *Fifteen colleges or universities having 300 or more students.*—(a) 4 make no report under the head of productive funds; (b) 1 reports none; (c) 3 report from \$250,000 to \$500,000; (d) 3 report from \$500,000 to \$1,000,000; (e) 4 report above \$1,000,000.

The following are the universities or colleges (without regard to students) that report productive funds of \$500,000 or more, with the amounts reported; against these are placed State appropriation and receipts from tuition fees when reported:

¹By reference to the table it will be seen that the fund reported from universities sometimes represents the fund for all departments and sometimes only for the collegiate.

	Productive funds.	Fees.
University of California, Berkeley, Cal	a\$1,566,000	\$206
Wesleyan University, Middletown, Conn.....	657,681	889
Yale College, New Haven, Conn	1,264,051	109,594
Johns Hopkins University, Baltimore, Md.....	3,000,000	6,541
Amherst College, Amherst, Mass.....	700,000	.....
Harvard College, Cambridge, Mass	b4,623,893	138,338
Tufts College, College Hill, Mass.....	700,000	2,500
University of Michigan, Ann Arbor, Mich	c544,152	56,628
University of Minnesota, Minneapolis, Minn	d650,000	1,000
University of the State of Missouri, Columbia, Mo.....	e510,000	.....
Dartmouth College, Hanover, N. H	600,000	14,000
College of New Jersey, Princeton, N. J	1,389,000	16,410
Madison University, Hamilton, N. Y	515,000	3,774
Cornell University, Ithaca, N. Y	3,587,081	17,050
Columbia College, New York, N. Y.....	4,680,590	29,225
Union College, Schenectady, N. Y	1,150,031	8,951
Adelbert College of Western Reserve University, Cleveland, Ohio	650,000	3,000
University of Pennsylvania, Philadelphia, Pa.....	1,609,306	36,202
Lehigh University, South Bethlehem, Pa.....	1,900,000	0
Brown University, Providence, R. I	641,217	33,756
Vanderbilt University, Nashville, Tenn	600,000	6,000

a Also \$30,613 State appropriation.

b Of which \$1,203,903 are the college funds.

c Also \$66,200 State appropriation, of which \$25,700 was special.

d Also State appropriation of \$23,000.

e Also \$127,640 State appropriation, \$100,000 being special.

The following additional universities or colleges report State appropriations for the year equal to or exceeding the income of \$500,000 at 6 per cent. The receipts from tuition fees are given so far as reported :

	Appropriation.	Fees.
University of Colorado, Boulder, Colo	\$38,000	\$0
University of Mississippi, Oxford, Miss	32,643	3,000
University of Nebraska, Lincoln, Nebr.....	37,500	.....
College of the City of New York, New York, N. Y.....	140,000	.....
University of Virginia, University of Virginia, Va.....	30,000	.....
University of Wisconsin, Madison, Wis.....	45,632	5,117

Investments differ so much in value that perhaps a better conception of the resources of our colleges may be formed by an examination of incomes other than the proceeds of tuition fees : Of colleges or universities reporting incomes from productive funds or State appropriations or both, 44 report them as ranging from \$10,000 to \$25,000 ; 21, from \$25,000 to \$50,000 ; 5, from \$50,000 to \$100,000 ; 8, from \$100,000 to \$250,000, and 1, above \$250,000.

The facts pertaining to the financial affairs of our colleges and universities as here set forth cannot be fully comprehended without reference to like conditions in other countries. It is not easy to obtain the data, but statements have lately been published that throw some light on the subject. In a recent address, Sir Lyon Playfair stated that the 4 Scotch universities rely mainly upon the annual grant; amounting in all to 28,000*l*. (\$136,262). He contrasted this meagre allowance with the revenues of

the English universities, which had, he said, "through their colleges an income of nearly half a million pounds" (\$2,433,250).

In 1882-'83 the total cost of the ten Prussian universities was in round numbers \$1,900,000.¹ Of this sum 9.3 per cent. was their own earnings from tuition fees, &c.; the rest was the contribution of the state, 72 per cent. being ordinary and the balance extraordinary contributions (i. e., for building, &c.).

Ten universities and colleges can be pointed out in this country whose combined income for 1884 amounted to \$1,922,504. Of this, 19 per cent. was from tuition fees, 11 per cent. from State appropriations, and the remainder, the income of permanent funds. It would not do to infer from these figures that liberal education is as well endowed in this country as in Prussia. Before any conclusions could be drawn, it would be necessary to bring into the comparison the expenditure for the Gymnasien. According to Dr. Conrad,¹ in 1882-'83 the expenditure for Gymnasien, including Progymnasien, was 16,022,502 Mark (\$3,813,355.47).

The sources from which the expenditures were met are given as follows: From fees, Gymnasien, including Progymnasien, 7,565,964 Mark (\$1,800,699.43). From endowments: Gymnasien, 955,096 Mark (\$227,312.84). From government and district funds and patrons' additions: Gymnasien, including Progymnasien, 7,565,964 Mark (\$1,800,699.43).

The expenditure for the Gymnasien, added to that for the universities, gives, in round numbers, \$5,700,000, which should be compared, if comparisons are permissible, with the total income reported for the colleges and universities in Table IX, or \$5,908,459. It should also be noticed that the entire number of institutions included in the statement for Prussia is 292, as against 370 in Table IX.

On the whole, the view of our superior institutions presented by the statistics of students, professors, and finances is encouraging. Undoubtedly we have too many feeble colleges; too many that, judged by their work, are not above the grade of preparatory schools and not well furnished for even that position. The number of these weaklings does not, however, appear to be on the increase; there is reason to hope that we have passed the period of pretension, and that colleges which are only such in name will gradually abandon their false position, and that those that remain will become better and better prepared for their duties.

These tendencies are very clearly seen in the record of a period of years, as set forth in the tables of my annual reports.

Thus by a comparison of the statistics of 1875 with those of 1884 it appears that 29 colleges or universities have been organized since the former date. Of these Johns Hopkins University has already taken an assured place among our leading institutions and Tulane University of Louisiana has in it promise of rapid growth and large influence. The remaining 27 institutions have come into the work without special observation or unusual advantages.

Altogether these 29 institutions have added to the college resources of the country 253 college instructors, a property valuation of \$1,977,000, and productive funds (exclusive of the funds of Tulane University²) to the amount of \$3,511,000, yielding in 1884 an income of \$257,960. For the current year 3,401 collegiate students were profiting by these provisions.

Increase in the number of colleges is desirable in a country whose population is increasing so rapidly as our own; but the fact that the largest additions to college resources during the period considered have been made through the older colleges is

¹ See German Universities for the Last Fifty Years, by Dr. J. Conrad, professor of political science at Halle.

² In 1884, by a contract with the State of Louisiana, the administrators of the Tulane educational fund became the administrators of the University of Louisiana, agreeing to devote their income to its development and to establish thereon the Tulane University of Louisiana. Mr. Tulane's original donation yielded \$35,000 per annum, which has been doubled by subsequent gifts from the same benefactor.

even more gratifying. Tables IX, 1875 and 1884, afford some valuable information upon this point.

It should be premised that Johns Hopkins University is to be found in both tables, productive funds alone having been reported in 1875. As the university did not enter upon the work of instruction until 1876, it is included in the 29 institutions previously mentioned. Omitting all universities and colleges not found in both tables, as well as Johns Hopkins, we have 299 with respect to which comparison may be made. These show increase as follows: In the number of college instructors, 188; college students, 5,093; property valuation, \$2,586,746; productive funds, \$17,312,939; income from productive funds, \$482,999; State appropriations, \$48,947.

Of the 55 colleges tabulated in 1875 and not in 1884, a number have given up the endeavor to maintain the college standard, but are doing excellent work as preparatory schools, and are now included in Tables VI or VII. Others have modified their original purpose and courses of study and are now classed in Table III, X, or XI. About a third have suspended; others, from which no recent information has been received, are known to be struggling against adverse circumstances.

On the other hand, of 70 colleges reported in 1884, but not in 1875, quite a number that were in a low condition at the earlier date are now strong and useful. It would be interesting to extend this examination of the college record, to note the fluctuations in attendance, the rise and fall in tuition fees and in the number and value of scholarship funds, and, passing beyond the statistics, to inquire into the underlying conditions of which they are merely the index: to consider, for instance, what the increase of faculties, or of the number of professors, or of funds may signify with respect to better organization, enlarged curricula or subdivision, and consequent improvement in the work of instruction.

But enough has been said to show that the statistics carefully compiled from year to year are valuable both for the facts which they record and the inquiries which they suggest; fuller analysis must be deferred to a more favorable time. Meanwhile the consideration of movements that have been going on in particular colleges and universities will serve to show that we are contributing our part to the settlement of certain great problems of universal interest.

Many of the changes that have taken place in the general conduct of our colleges during the last decade have had sole reference to the increase or maintenance of the usual patronage, as, for example, the plan adopted by several colleges of holding admission examinations in different centres. Other changes have affected the entire circle of college activity. Among the latter are the standards and modes of examination, the extension of curricula, the adoption or extension of the optional system, and the changes in the modes and spirit of discipline.

The reports of the colleges for successive years give a clear insight into the influences that have gradually brought about these changes, and show also how cautiously, as a rule, the colleges have acted in these matters. New institutions springing up, untrammelled by old traditions, were guided in their purposes and their modes of procedure by the modern spirit and modern requirements. The patronage, the worthy achievements, and the enviable recognition that the best of these attained helped to break down the conservatism of the older institutions. In many instances the intelligent foresight of trustees or presidents or faculties anticipated the action which the coming time was sure to require.

Admission requirements.—In nearly every eastern college the requirements for admission are very different from what they once were, but this change has not been accomplished by sudden or sweeping alterations. If we look, for instance, at the records of our oldest American college, we shall see that, between 1866 and 1876, the standards in Latin, Greek, and mathematics were sensibly raised. Option was introduced to this extent: those who for any reason preferred mathematics to classics were permitted to offer certain advanced mathematics instead of portions of Latin and Greek authors. English composition, with either French or German, was added, and the movement in

favor of science, which had begun in 1869-'70, when physical geography was made a requirement, was extended, every candidate being obliged to pass an examination in one of the three following subjects: (1) Elementary botany; (2) rudiments of physics and chemistry; (3) rudiments of physics and descriptive astronomy. In 1876-'77 it was further determined that every candidate should be required to pass upon a specified minimum requisition in all the preparatory studies, and also upon a further or maximum requisition in at least two of the four principal departments, Latin, Greek, mathematics, and physical and natural science. For examination upon a long specified course of reading, it was proposed to substitute reading at sight in equally difficult authors. For three years candidates were to be allowed to present themselves under either the old or the new method.

Changes like these, which, as already observed, were not confined to a single institution, affected the preparatory training on the one side and that of the college on the other. The results were looked forward to with interest not unmixed with anxiety.

In 1878-'79 Dr. Eliot, the president of Harvard, made the following statement:

It has been surprising to see how quickly the high schools, endowed academies, and private schools which habitually or frequently prepare boys for this college have accommodated their methods and their courses of study to the new requisitions of the faculty. The English requisition, first enforced so lately as 1874, has met with universal approval. The requisition in French or German, first enforced in 1875, has been fairly complied with, apparently without serious difficulty. The examinations in Latin and Greek at sight, which make part of the new method of admission adopted in 1876-'77, can be avoided in Latin until 1881 and in Greek until 1883; but they have so commended themselves to the teachers of preparatory schools as fair tests of the acquaintance of their pupils with those languages that, out of 284 candidates for admission to the freshman class in 1879, 179 chose to be examined in Latin at sight and about 150 in Greek; while at the preliminary examination of 1879, out of 245 candidates, 215 were presented upon the new method, and of these 215 only 8 chose to avoid the Greek examination at sight. The new requisition in science, first enforced in 1876, has been met moderately well, to all appearance; yet this is undoubtedly the requisition which in its practical working has given the least satisfaction to the faculty and the schools.

Again, in his report for 1883-'84, President Eliot says:

The changes made in the requirements for admission to the college during the last fifteen years have not made admission more difficult. The percentage of candidates who are admitted is increasing slightly, and the percentage admitted unconditionally is increasing considerably. In 1884 one-half of the candidates admitted entered without "conditions." Improvements made in school methods of teaching and in the plan and method of the examinations themselves account for this gratifying result.

In the present state of preparatory training in our country, the question of the extent to which options should be allowed becomes a serious one; and, as it appears at this date that Harvard is prepared to go very far in this direction, it is well to inquire into the effect of the options already allowed.

In 1882-'83 it was found desirable to change somewhat the requirements in physics. "The object of this change," says the dean of the college faculty, "was not merely to secure a better training in physics through the use of better text books, but also to strengthen the elective group in physical science, which has proved to be considerably easier for the candidate to prepare than any of the other three groups. The difference has been by no means eliminated by this change, but it is thought that the state of the instruction in physics in the schools will not justify any greater increase at present."

In the report for 1883-'84 the dean of the college faculty presents several tables, which, as he says, "show a remarkable steadiness in the proportion of candidates offering the classical and mathematical groups. The gain in these subjects this year, at the expense of the physical science group, is no doubt due to the change in the requirements in physics, described in my last report, which first went fully into operation this year. The loss in numbers, it is reasonable to suppose, is more than made

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up by improved quality and training of the candidates who have persisted in preferring this department in spite of the increased difficulty of the examinations."

ELECTIVES.

"The University of Virginia is founded," says Professor Venable, "on the elective system in its broadest sense." Looking back over the sixty years' record of this university, we may truly say that the system is neither a new nor a doubtful experiment in this country. As a rule, the State universities have followed, more or less imperfectly, the model presented in Virginia. The time at which Boston University and Johns Hopkins University were founded and the nature of the work they proposed led them naturally to the same course.

It is the adoption of electives on the part of colleges that from their foundation employed "the uniform course" that has caused the system to be so prominent a topic among us in recent years. Harvard, Yale, Dartmouth, Columbia, and Princeton began the experiment with the knowledge before them of what it had done in Virginia and Michigan Universities toward meeting the difficulties and the demands that beset modern education; but those institutions had also good reason to know that the system was a source of weakness and confusion where the right conditions were wanting. No stronger proof could be given of the wisdom and judgment of the officers of the colleges specified than the fact that they have changed from the old order of things to the new without any serious disturbance of their relations with preparatory schools, students, or the communities upon which they relied chiefly for support, and which were full of the traditions of the past.

The experience of the colleges that have recently introduced electives confirms that of the noted institutions in which no other system has been known. They are agreed that up to a certain age it is best for students to proceed along a restricted course of study, animated to the best efforts in their power by the expectation of definite examinations and advancement according to merit. This age, it is allowed, is somewhat in advance of the average age of candidates for admission to American colleges, for which reason electives are not generally allowed till the junior year. Harvard has gone further. Says Professor Eliot, in his report for 1883-'84:

The most important change made in the college during 1883-'84 was the extension of the elective system to the freshman year. There are now no required studies in the college, except rhetoric for one year, English composition (themes and forensics), German or French for one year (whichever language was not presented by the student at the examination for admission), and a few lectures on chemistry and physics.

In other words, the uniform curriculum has given way, as President Eliot expresses it, "to a system which permits a free choice of studies and which prescribes little else than the number of studies to be pursued from year to year by the regular candidate for the degree and the order in which graded courses of instruction within the same department shall be pursued."

It is not surprising that the final steps taken by Harvard should have caused some concern among college officers throughout the country. An examination of the courses of study as arranged will bring to light several particulars in which the system as established at Harvard differs from the electives allowed elsewhere. Dr. McCosh, president of Princeton College, has pointed out that—

It is perfectly practicable for a student to pass through Harvard and receive the degree of bachelor of arts without taking any course in Latin, Greek, mathematics, chemistry, physics, astronomy, geology, logic, psychology, ethics, political economy, German, or even English.

With reference to the accepted significance of the degrees of bachelor of arts and master of arts, the same writer says:

Education is essentially the training of the mind—as the word *educare* denotes—the drawing forth of the faculties which God has given us. This it should especially be in a university, in a *studium generale*, as it used to be called. The powers of

mind are numerous and varied, the senses, the memory, the fancy, judgment, reasoning, conscience, the feelings, the will; the mathematical, the metaphysical, the mechanical, the poetical, the prosaic (quite as useful as any); and all these should be cultivated, the studies necessary to do so should be provided, and the student required so far to attend to them that the young man by exercise may know what powers he has and the mental frame be fully developed. To accomplish this end the degrees of bachelor of arts and master of arts were instituted. These titles have acquired a meaning. For centuries past tens of thousands of eager youths have been yearly seeking for them and the attainments implied in them. True the standard adopted in some colleges has been low; some who have got the diploma could not read the Latin in which it is written; still it has a certain prestige and a considerable attractive power. It indicates, as to the great body of those who possess it, that they have some acquaintance with elevated themes; that, in short, they have some culture. I do not wish to have this stimulus withdrawn. I have been laboring for the last thirty-two years to elevate the requirements for the degree. But let it retain its meaning and carry out its meaning thoroughly. Let it be an evidence that the possessor of it has some knowledge of literature, science, and philosophy.

With reference to the same subject, Noah Porter, president of Yale College, says:

We do not forget, however, as we have already intimated, that Harvard College is connected with the sister colleges by a common relationship, of which the so-called academic degrees are supposed to be the symbols. These degrees are the passport to a certain kind and measure of public esteem, as having a common signification. They are, in a certain sense, common property, a kind of trade mark or certificate, and recognized by common respect, and in some cases by civil statute. This respect may often be ill founded and excessive, and yet it may be of some value and at times have no little practical importance. Any measure which tends to make doubtful their significance or diminish the respect in which these degrees are held affects the interests and rights of all the institutions which give them, and is, in a certain sense, an offence against the common faith and common understanding which exist among educated men. Neither Harvard College nor any other college has any exclusive property in the degree of bachelor of arts, nor any right to dispose of it as it pleases, which is recognized by the court of either common sense or the common faith of the educated community.

That such is the prevailing view among college presidents, faculties, &c., in the United States can hardly be doubted, when we consider a fact very emphatically stated by Dr. Porter in the article already alluded to:

Hitherto all the colleges and universities of the country have kept faith with one another; and in every case in which they have proposed special courses, with a total or partial omission of classical or mathematical study, they have denoted this by a special degree. This has notably been true of Michigan, Cornell, and Brown Universities, of Yale, Columbia, and Dartmouth Colleges. Moreover, the change proposed by President Eliot, of giving a varied significance to the bachelor's degree, seems equally uncalled for, in view of the fact that the degree of PH. D. has already come into general use, and that this degree not only provides for, but requires, thorough studies in a wide curriculum of modern science: in that it does *not* require the study of the Greek language, but *does* require a competent knowledge of one modern language as an instrument of research. Consequently, it would seem to meet all the demands which are supposed to justify a change in the significance of the bachelor's degree.

In connection with the opinions here quoted, it is interesting to note the views entertained by Prof. Henry Morley, LL. D., with reference to the requirements for the B. A. degree, as set forth in an address delivered before the London International Conference on Education. Says Professor Morley:

For the bachelor of arts there should be a 3-year course, during which I think there should be cultivation of not fewer than 5 subjects of study. During at least 2 of the 3 years there should be study of Latin; during at least 2 there should be study of English; in each case, of both language and literature. During at least 2 years there should be also study of mathematics; and during at least 2 there should be study of some natural science. I would allow no mind with strength for science to avoid the quickening touch upon its other powers that comes with a study of literature; and I would allow no mind with a strength for literature to begin its higher training without help from the exact methods of science. The fifth study in the course of training that leads up to the B. A. degree, I would leave to depend upon the individual aims or tendencies of the student. Also the 1 year less than 3 of enforced study of each of the four subjects Latin and English, mathematics, and a

natural science, I would have occupied with work determined by a sense of fitness in each case, except that some time must be given to the continuance of the school studies of French and that German must be at least begun. Attainment of the degree should be dependent not upon one final examination, but on gradual and unforced evidence of the attainment of a right standard of knowledge in each of the five chosen subjects of study. In each class there should be a first pass examination, based upon the teaching of the class. This should be open only to those students who had been in regular attendance for at least two sessions. Five first passes — four of them being those on the prescribed subjects — obtained within any period not shorter than 3 years, with a witness to good character signed by the 5 teachers, should, without further examination, entitle the student to the bachelor of arts degree.

The choice of the students themselves with reference to studies will have great effect in ultimately determining the measure of electives and the relation and significance of degrees. We have already sufficient data on this subject to show the prevailing tendencies, but I can do no more at this time than call attention to what is indicated by the record of degrees conferred, as set forth in Table XV and in statements in the abstracts of the respective States, appendix, under the head of Superior Instruction.

The remaining movements that have been marked features of our recent college history, namely, the establishment and growth of graduate departments, the arrangements for special students, modes of discipline, and physical culture, I must pass over for the present. The last named topic will be treated in extenso in a circular now in course of preparation for this Office by Dr. E. M. Hartwell, of Johns Hopkins University.

SCIENTIFIC INSTRUCTION.

The following summary shows the number of persons engaged in agriculture and in manufacturing, mechanical, and mining industries, according to the census of 1880:

States and Territories.	Agriculture.	Manufactures, mechanics, and mining.	States and Territories.	Agriculture.	Manufactures, mechanics, and mining.
Alabama	380, 630	22, 996	Missouri	355, 297	109, 774
Arizona	3, 435	7, 374	Montana	4, 513	8, 022
Arkansas	216, 655	11, 338	Nebraska	90, 507	18, 255
California	79, 396	118, 282	Nevada	4, 180	13, 231
Colorado	13, 539	47, 408	New Hampshire	44, 490	58, 037
Connecticut	44, 026	116, 091	New Jersey	59, 214	160, 561
Dakota	28, 508	9, 101	New Mexico	14, 139	4, 377
Delaware	17, 849	14, 148	New York	377, 460	629, 869
District of Columbia.	1, 464	15, 337	North Carolina	360, 937	33, 963
Florida	58, 731	8, 436	Ohio	397, 495	242, 294
Georgia	432, 204	36, 167	Oregon	27, 091	17, 458
Idaho	3, 858	6, 532	Pennsylvania	301, 112	528, 277
Illinois	436, 371	205, 570	Rhode Island	10, 945	66, 160
Indiana	331, 240	110, 127	South Carolina	294, 602	19, 698
Iowa	303, 557	69, 941	Tennessee	294, 153	36, 082
Kansas	206, 080	36, 319	Texas	359, 317	30, 346
Kentucky	320, 571	61, 481	Utah	14, 550	10, 212
Louisiana	205, 306	30, 681	Vermont	55, 251	26, 214
Maine	82, 130	72, 662	Virginia	254, 099	63, 039
Maryland	90, 927	85, 337	Washington	12, 781	7, 296
Massachusetts	64, 973	370, 265	West Virginia	107, 578	26, 288
Michigan	240, 319	120, 913	Wisconsin	195, 901	86, 510
Minnesota	131, 535	39, 789	Wyoming	1, 639	1, 689
Mississippi	339, 938	13, 145	The United States	7, 670, 493	3, 837, 112

TABLE X.—SCHOOLS OF SCIENCE.

The following statement shows the number of institutions and departments of this class, with instructors and students, as reported to this Office each year from 1874 to 1884, inclusive (1883 omitted). These numbers include the National Military and Naval Academies:

	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.
Number of institutions	72	74	75	74	76	81	83	85	86	92
Number of instructors.....	609	758	793	781	809	884	953	1,019	1,082	1,178
Number of students	7,214	7,157	7,614	8,559	13,153	10,919	11,584	12,769	15,957	14,760

TABLE X.—PART I.—Summary of statistics of schools of science.

States.	Number of schools.	Preparatory depart- ment.			Scientific department.			Number of State scholar- ships.	Number of other free schol- arships.
		Instructors.	Students.		Corps of instruction.	Students.			
			Male.	Female.		In regular course.	In partial course.	Number of grad- uate students.	
Alabama	1	1	27	.....	10	99	.....	0	0
Arkansas	1	(a)	(a)	(a)	2	(a)	4	0	1,000
California	1	0	0	0	31	42	.....	2	0
Colorado	1	.....	17	8	8	36	16	.....	.....
Connecticut	1	0	0	0	28	201	3	9	.....
Delaware	1	.....	.....	.....	(a)	(a)	(a)	.....	30
Florida	b1	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	5	11	430	218	30	312	85	1	20
Illinois	1	2	76	9	25	229	13	3	.....
Indiana	1	2	62	53	9	85	33	3	184
Iowa	1	.....	.....	.....	20	231	13	3	.....
Kansas	1	0	0	0	18	391	2	2	.....
Kentucky	1	4	64	6	11	143	.....	.....	400
Louisiana	1	5	53	.....	4	40	0	1	0
Maine	1	0	0	0	9	76	7	0	0
Maryland	1	.....	10	0	5	36	3	0	0
Massachusetts	2	7	56	.....	67	362	173	27	80
Michigan	1	0	0	0	12	177	5	4	0
Minnesota	1	.....	(a)	(a)	(a)	(a)	(a)	.....	0
Mississippi	2	7	230	.....	14	124	14	9	.....
Missouri	2	3	74	19	15	19	4	.....	.....
Nebraska	1	7	10	0	5	13	0	0	.....
Nevada	1	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	1	.....	.....	.....	6	28	.....	.....	12
New Jersey	1	.....	.....	.....	18	54	7	(a)	40
New York	1	0	0	0	55	(a)	(a)	(a)	512
North Carolina	1	.....	.....	.....	13	(a)	(a)	(a)	96
Ohio	1	.....	72	9	15	76	.....	(a)	.....
Oregon	1	2	30	20	4	90	.....	0	60
Pennsylvania	1	3	41	12	13	42	2	7	50
Rhode Island	1	.....	.....	.....	(a)	(a)	.....	.....	.....
South Carolina	2	(a)	(a)	(a)	7	116	15	4	5
Tennessee	1	(a)	(a)	0	(a)	(a)	.....	.....	275
Texas	1	0	0	0	9	103	0	0	0
Vermont	1	0	0	0	.....	22	0	0	0
Virginia	2	25	211	98	46	449	8	6	200
West Virginia	1	(a)	(a)	0	(a)	(a)	.....	0	65
Wisconsin	1	0	0	0	31	118	(a)	(a)	0
Total	47	79	1,493	452	540	3,719	412	81	3,004
U. S. Military Academy ..	1	0	0	0	48	284	.....	.....	.....
U. S. Naval Academy	1	0	0	0	61	247	0	0	0
Grand total	49	79	1,493	452	649	4,250	412	81	3,004

a Included in summary of statistics of universities and colleges (Table IX).

b Not yet organized.

TABLE X.—PART 1.—*Summary of statistics of schools of science—Continued.*

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Alabama.....	2,600	230	2,500	\$100,000	\$253,500	\$20,240	.....	\$30,000
Arkansas.....	(a)	(a)	.....	150,000	130,000	10,400	\$1,500	7,500
California.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Colorado.....	500	100	.....	75,000	.....	.....	.....	20,888
Connecticut.....	5,000	.....	.....	200,000	665,000	35,711	16,145	.....
Delaware.....	(a)	(a)	(a)	(a)	(a)	(a)	.....	0
Florida.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia.....	4,100	30	750	188,000	247,202	17,304	1,000	14,000
Illinois.....	14,500	700	.....	545,000	320,000	15,400	9,837	24,000
Indiana.....	2,730	404	.....	300,000	340,000	17,000	1,508	20,000
Iowa.....	6,000	.....	.....	400,000	637,807	42,000	0	2,500
Kansas.....	5,007	1,026	300	145,000	474,305	32,638	580	10,500
Kentucky.....	0	.....	300	100,000	165,000	9,900	1,900	16,500
Louisiana.....	17,000	0	50	300,000	318,313	14,556	0	10,000
Maine.....	4,200	77	0	150,000	129,300	7,678	2,000	6,500
Maryland.....	2,500	100	1,000	100,000	112,500	7,000	4,500	0
Massachusetts.....	3,000	182	300	6208,000	6240,044	613,768	6888	610,000
Michigan.....	6,429	144	700	350,000	382,684	26,787	0	32,178
Minnesota.....	(a)	(a)	0	(a)	(a)	(a)	(a)	(a)
Mississippi.....	3,147	.....	200	228,000	212,150	4,929	.....	81,000
Missouri.....	2,700	14	.....	226,660	315,000	13,307	1,372	7,500
Nebraska.....	(a)	(a)	0	.....	.....	.....	.....	(a)
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire.....	1,500	.....	500	70,000	80,000	4,800	.....	2,000
New Jersey.....	.....	.....	.....	.....	.....	.....	.....	.....
New York.....	(a)	(a)	0	(a)	(a)	(a)	(a)	0
North Carolina.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Ohio.....	2,400	32	.....	1,200,000	537,841	34,000	0	21,850
Oregon.....	400	100	.....	15,000	75,000	6,000	1,200	2,500
Pennsylvania.....	3,500	.....	2,350	451,616	500,000	30,000	0	0
Rhode Island.....	(a)	(a)	(a)	(a)	50,000	.....	.....	.....
South Carolina.....	27,000	100	2,000	212,000	190,750	11,100	.....	17,500
Tennessee.....	(a)	(a)	(a)	(a)	405,000	24,410	(a)	0
Texas.....	1,200	20	150	230,000	209,000	14,280	0	30,000
Vermont.....	(a)	(a)	.....	(a)	.....	8,130	(a)	.....
Virginia.....	4,100	1,747	.....	600,000	427,899	25,671	0	11,463
West Virginia.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Wisconsin.....	(a)	(a)	300	(a)	(a)	(a)	(a)	(a)
Total.....	119,603	5,006	11,400	6,544,276	7,418,295	447,009	42,430	375,379
U. S. Military Academy..	29,834	699	.....	.....	.....	.....	.....	6318,658
U. S. Naval Academy.....	23,026	729	0	1,357,390	0	0	0	0
Grand total.....	172,463	6,434	11,400	7,901,666	7,418,295	447,009	42,430	697,037

a Included in summary of statistics of universities and colleges (Table IX).

b Financial report of one institution only.

c Congressional appropriation.

TABLE X.—PART 2.—*Summary of statistics of schools of science.*

States.	Number of schools.	Preparatory de- partment.		Scientific department.				State scholar- ships.	Number of other free schol- arships.	
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.			Number of grad- uate students.
California	1	2	26	8	5	48	20			
Colorado	2				7	17	27			
Connecticut	1				3	24				
Georgia	1									
Illinois	1				4	74				
Indiana	1				8	45				
Maryland	2									
Massachusetts	5				111	234	13	20	7	
Michigan	1				(a)	(a)				
Missouri	2	13	196		10	60			7	
New Hampshire	2				14	77				
New Jersey	2				35	229	6	0	17	
New York	6		44		78	3,745	19	3		
Ohio	2				18	453	12		12	
Pennsylvania	9	4	187		101	2,078	96	21	10	
Vermont	1				10	27				
Virginia	4	3	12		24	270		50	5	
Total	43	22	465	8	428	7,381	193	34	58	

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
California	300	.....	.....	.....	.....	.....	.....	.....
Colorado	340	25	.....	\$30,000	.....	.....	\$0	\$21,000
Connecticut	680	529	.....	25,000	.....	.....	500	10,000
Georgia .....	.....	.....	.....	.....	.....	.....	.....	(a)
Illinois .....	.....	.....	.....	100,000	.....	.....	.....	.....
Indiana	5,000	.....	.....	154,000	\$500,000	\$30,000	.....	.....
Maryland .....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	6,206	80	.....	165,000	1,405,052	70,748	11,450	.....
Michigan	(a)	(a)	.....	(a)	(a)	(a)	(a)	(a)
Missouri .....	.....	.....	.....	.....	.....	.....	5,000	.....
New Hampshire	2,000	.....	.....	10,000	175,000	10,600	2,540	.....
New Jersey	5,000	100	.....	300,000	500,000	30,000	26,100	0
New York	27,400	800	.....	.....	.....	.....	44,445	.....
Ohio	2,000	.....	.....	.....	1,250,000	.....	.....	.....
Pennsylvania	48,000	2,680	.....	411,000	250,000	.....	782	.....
Vermont	3,000	.....	.....	20,000	.....	.....	.....	.....
Virginia	5,240	208	300	250,000	20,000	1,200	8,000	30,000
Total	105,166	4,422	300	1,465,000	4,100,052	142,548	98,817	61,000

a Included in summary of statistics of universities and colleges (Table IX).

The schools reported in Table X show but little change since the date of my last report. In Part 1, which includes the schools endowed with the national land grant of 1862, one new school is noted, viz, the Florida State Agricultural College. This is not yet thoroughly organized.

In Part 2 of the table, 7 new schools or departments are reported, while 2 tabulated in 1882 no longer appear.

A total increase of 6 in the number of schools reported in Table X is thus shown, as compared with 1882.

Nearly all the schools that appear this year for the first time in the table have been mentioned in my previous reports as either contemplated or about to be organized.

Since 1882, the number of instructors in the schools of Table X has increased, while the number of students shows a slight falling off.

The schools of the class here presented have been fully described in my previous annual reports and in the special report published by the Office in 1882. Moreover, they have been the subject of recent examination and report by foreign commissions deputed to inquire into the condition of industrial and technical education in the leading nations. Their general status is, therefore, well understood both at home and abroad.

Table X, in summary and appendix, and the notices of the individual schools under the head of Scientific and Professional Instruction, in the abstracts of the appendix, set forth with sufficient clearness the present condition of these institutions and the slight changes that have occurred since my last report. I shall, therefore, confine myself to the notice of a very few particulars.

As a nation, we have reason to be gratified with our record in respect to scientific and technical instruction. As early as 1824 provision was made in this direction by the organization of the Rensselaer Polytechnic Institute at Troy, N. Y. The same year witnessed the foundation of the Franklin Institute, Philadelphia. These were followed at intervals of a few years by the scientific department of Virginia University, the Ohio Mechanics' Institute, the Sheffield Scientific School of Yale College, and the Lawrence Scientific School of Harvard University, all organized before the close of 1848. The significance of these dates is the more apparent when we recall that the Ecole Centrale des Arts et Manufactures, Paris, was not founded until 1829 and that the school of design, from which has developed the Science and Art Department of Great Britain, with its system of schools, museums, and grants, was not in operation before 1837. The department itself was formally created in 1856, or 6 years prior to the land grant by our Federal Government which made the movement in the United States toward special training for the arts and industries truly national. The completeness with which certain of the schools have been equipped and the wisdom manifested in their adaptation to special conditions indicate that we have had in our midst men well qualified to direct this new development in education.

A few of the many favorable comments of foreign authorities on this subject will suffice to show how thoroughly these provisions are appreciated abroad:

Dr. Kerr, one of Her Majesty's senior inspectors of schools, in a public address delivered in November, 1883, after an account of the leading institutions of Germany, which he had just visited, added that he believed the finest science school of the world was at St. Louis, Mo.

In the following December, on the occasion of the distribution of prizes to the students of Finsbury Technical College, Professor Huxley called attention to the fact that on the American side of the Atlantic there was a people of the same stock, blood, race, and power as the English, who would run them harder than any competitors had hitherto done.

At a meeting held in Sheffield the same month with reference to forming plans for a proposed technical department in connection with Firth College, Mr. Mundella

stated that a friend of his who had just visited the United States and inspected the means for technical education existing there, had formed the conclusion "that there is more skill and intelligence in American industrial pursuits than there is in our English industrial pursuits."

In his report on Technical Education in the United States, Mr. Mather says:

The preëminence of the Americans in many branches of mechanical industry renders it necessary to give a general view of the character and scope of the education in the public schools, as well as to discover what provision has been and is being made for technical and industrial training. The provision made for science teaching in the many universities and colleges not directly technical in their character, in the various States, has also required my attention, for the reason that a large proportion of the graduates of these institutions pass at once into the industrial arts after leaving college. * * *

The act of Congress in conserving forever a large portion of the territorial wealth of the nation for the purposes of industrial and scientific education is a sagacious scheme of statesmanship. There is provided in every State at least *one* centre from which all the knowledge necessary to instruct the youth of the State in scientific industry may radiate. That many of these colleges have drifted from the original intention of the authors of the act is only a temporary evil. The tide has set in the other direction now and the marked success of those colleges, such as in New York State, Michigan, Illinois, Missouri, &c., in the direction of technical instruction, is gradually leading to the conversion of all. * * *

It will be seen from the foregoing description of the technical and science schools that there exists in America a certain number of high class institutions for technical and scientific training in mining, civil, and mechanical engineering. I am of opinion that in these branches, judging from my own observation, there is nothing better of the kind, though such institutions are more numerous at present in Europe. The advantage in the training in the best of them is its practicalness. The students feel that careers are open to them if only they have acquired the art of applying their knowledge; hence their ambition is excited and every one of them appears to be working for a definite purpose. There is nothing pretentious about these students. Some of them are poor, but they must have shown marked ability in order to get the advantages of the free or partially free instruction. Thus a limited number of clever sons of workmen have the road opened up for a thorough scientific training, if they can afford to give the time. * * *

There can be no doubt that America owes much already to the schools which exist for technical education, though not actually helping the artisan class. Many hundreds of young men have been furnished from these sources for the superintendence of railway works, mining operations, machine shops, and the textile industries, besides chemical works, glass manufactories, building operations, agriculture, &c. I have met in almost all the manufactories I have visited—from mining, iron and steel manufacturing, through all the mechanic arts, up to watch making and sewing machine manufacturing—evidences of the influence of the technical schools.

These are views upon which it is pleasant to dwell, but there is another and less flattering side to the record which it will not do for us to ignore. The schools endowed by the national land grant of 1862 are often and very appropriately designated as "colleges for the people," by which we are evidently to understand the people who are not likely to become classical scholars or scientific experts and specialists. A few of these schools are found among what Mr. Mather terms "high class institutions for technical and scientific training in mining, civil, and mechanical engineering;" but the majority must fulfil the purpose suggested in the words of Hon. Justin L. Morrill in his speech at the time of the passage of the land grant act: "They must be institutions accessible to all, but especially to the sons of toil." To this end they should be so coördinated with the common schools of the rural districts that the pupils who have finished the course in these may be ready for admission to the colleges, in which they should receive training suited to their probable careers in life.

The instruction which these schools offer is at present too theoretic and follows too closely the model of the classical college. So far as science is concerned, the great difficulty is the want of the material equipment. The training in agriculture and the mechanic arts languishes from various causes. Competent men are not easily found to organize and conduct these departments, and in many States the rural population

have little faith in the utility of the training, especially the agricultural training; so that the provision which the colleges are able to make for this branch is not properly appreciated. When State aid is withdrawn from an agricultural college on the plea that such colleges are not required, as has been done in one instance, and when the labor of ordinary farm hands is prized above that of the graduates from agricultural schools, young men have small inducement to pursue the courses of training. It rests chiefly with the schools themselves to remove these hindrances to their successful operation, but this can only be accomplished by gradual advances. In several of the Northwestern States, agricultural colleges or departments of colleges have passed the time of severest trial and have gained an assured position among the agencies that are deemed essential to the development of the local resources. In every such case it will be found that the colleges have had to create the sentiment that now operates for their support and progress. This has been done through the persistent efforts of men who joined to scientific knowledge practical experience in farming and through coöperation with State boards of agriculture and other associations which brought the schools into intimate relations with the farming population. In Kansas, farmers' institutes held under the auspices of the agricultural college have proved of great advantage. Experimental stations established in a few States have done much toward counteracting the low estimate in which "scientific farming" is held, and it is desirable that their number should be increased.

The teaching of agriculture was a subject of earnest and prolonged discussion before the London International Conference on Education, which has been several times referred to in these pages. On the general proposition of the practicability and the valuable results of such teaching, the delegates from the various nations, with very few exceptions, were agreed.

Mr. John Wrightson,¹ M. R. A. C., F. C. S., called attention to the perfect unanimity with respect to the subjects which form a complete curriculum of agricultural knowledge, as shown by the syllabuses of the Royal Agricultural Society of England, of the Highland and Agricultural Society of Scotland, of the Institution of Surveyors, and of every agricultural college in Europe, in the United States, and the United Kingdom.

It was in the methods by which the general scheme of instruction is carried out in the several countries represented that differences were observable, and as these methods were explained in detail and the results set forth it was impossible to resist the conviction that, where the teaching of agriculture fails, it fails not from the want of knowing what to do, but from the want of knowing how to do it or the want of the necessary relations between the teaching agencies and the agricultural system of the country. The United States was ably represented in this discussion by Prof. N. S. Townshend, of the Ohio State University, whose explanation of the work which he has conducted in that institution was received with deep interest.

Commenting upon certain of the papers, the chairman, Mr. St. John Ackers, observed, as stated in the report of the proceedings, that—

Professor Townshend himself was evidently a practical farmer before he became a teacher; and if we could only get practical farmers to become teachers of the science of agriculture, or rather of all those sciences which went to make up the great art of agriculture, he for one should say that we had indeed arrived at a condition far in advance of anything which existed at the present time throughout the length and breadth of the land.

As I have already suggested, it is not easy in this country to find men possessing such qualifications, but here, as in Great Britain, they are essential to the successful teaching of agriculture.

¹ President of the College of Agriculture, Downton; lecturer in the Normal School of Science; examiner in agriculture for the Science and Art Department

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TABLE XI.—SCHOOLS OF THEOLOGY.

The following is a comparative statement of the number of schools of theology (including theological departments) reporting to this Bureau each year from 1874 to 1884, inclusive (1883 omitted), with the number of professors and number of students:

	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.
Number of institutions....	113	123	124	124	125	133	142	144	145	146
Number of instructors	579	615	580	564	577	600	633	624	712	750
Number of students.....	4,356	5,234	4,268	3,965	4,320	4,738	5,242	4,793	4,921	5,290

The following summary shows the number of clergymen in each State and Territory, in 1880, according to the Federal census of that year. It will be observed that, in the Union as a whole, the proportion of clergymen to the whole population was 1 to 781.

Clergymen according to the census of 1880.

States and Territories.	Number.	States and Territories.	Number.
Alabama	1,215	Montana.....	58
Arizona.....	26	Nebraska.....	744
Arkansas.....	940	Nevada.....	35
California.....	939	New Hampshire.....	646
Colorado.....	234	New Jersey.....	1,654
Connecticut.....	1,055	New Mexico.....	81
Dakota.....	180	New York.....	6,701
Delaware.....	209	North Carolina.....	1,500
District of Columbia.....	250	Ohio.....	4,393
Florida.....	420	Oregon.....	250
Georgia.....	1,747	Pennsylvania.....	5,383
Idaho.....	39	Rhode Island.....	335
Illinois.....	4,208	South Carolina.....	1,165
Indiana.....	2,409	Tennessee.....	1,858
Iowa.....	2,468	Texas.....	2,161
Kansas.....	1,676	Utah.....	48
Kentucky.....	1,999	Vermont.....	671
Louisiana.....	852	Virginia.....	1,758
Maine.....	1,008	Washington.....	128
Maryland.....	1,173	West Virginia.....	805
Massachusetts.....	2,397	Wisconsin.....	1,715
Michigan.....	2,148	Wyoming.....	18
Minnesota.....	1,132	The United States.....	64,698
Mississippi.....	1,304		
Missouri.....	2,558		

Next follows a summary of theological schools for 1883-'84, by religious affiliations, showing for each denomination the number of schools, professors, and students.

Statistical summary of schools of theology, according to religious denominations.

Denomination.	Number of schools.	Number of professors.	Number of students.
Roman Catholic.....	19	156	1,214
Baptist.....	19	96	847
Evangelical Lutheran.....	17	55	620
Presbyterian (North).....	15	86	595
Methodist Episcopal (North).....	13	59	548
Congregational.....	12	76	392
Protestant Episcopal.....	12	57	223
Christian.....	5	23	131
Reformed.....	4	11	50
Universalist.....	3	21	55
Non-sectarian.....	3	18	81
Methodist Episcopal (South).....	3	8	159
United Presbyterian.....	3	8	56
Methodist Protestant.....	2	16	33
Free Will Baptist.....	2	8	64
New Church.....	2	8	11
German Methodist Episcopal.....	2	5	31
African Methodist Episcopal.....	2	2	.....
Unitarian.....	1	7	20
Reformed (Dutch).....	1	6	28
Cumberland Presbyterian.....	1	6	27
United Brethren.....	1	4	32
Moravian.....	1	4	20
Wesleyan.....	1	4	12
Presbyterian (South).....	1	3	30
Evangelical Association.....	1	3	11
Total.....	146	750	5,290

The foregoing summary shows that, in general, the proportion to one theological school was about 5 professors and 37 students and that there were about 7 students to 1 professor. More in detail, we find that the Protestant German schools had nearly 10 students to one professor; that the Wesleyan and the Baptist seminaries had more than 8 students to 1 professor; that the Roman Catholic schools reported somewhat less than 8 students to 1 professor; that the churches called Presbyterian had nearly 7 students to 1 professor; the Congregational bodies, more than 5 students to 1 professor; the Protestant Episcopal, less than 4 students to 1 professor; the so-called "liberal Christians," about 3 students to 1 professor; and the New Church school about 1 student to 1 professor.

The summary next following is by States, and shows how many schools, instructors, students, and volumes in libraries and how much property, income, &c., were devoted to the preparation of clergymen in 1883-'84.

TABLE XI.—*Summary of statistics of schools of theology.*

States.	Number of schools.	Corps of instruction.	Endowed professorships.	Students.				Libraries.		Property, income, &c.		
				Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at commencement of 1884.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.
Alabama.....	3	5	....	85	....	....	7	2,400	150	\$22,000	\$6,000	\$3,868
California.....	4	22	3	12	2	5	4	10,000	1,600	104,000	147,230	3,500
Colorado.....	2	4	....	3	....	....	....	2,000	....	18,000	....	....
Connecticut.....	2	21	10	131	5	115	37	41,000	....	125,000	340,698	27,714
Georgia.....	4	10	1	103	....	1	....	1,275	400	50,000	20,000	1,200
Illinois.....	17	72	13	609	13	121	98	42,165	727	551,800	1,097,853	67,236
Indiana.....	3	25	4	49	1	1	....	7,217	225	45,000	46,000	4,000
Iowa.....	5	11	6	64	....	2	6	....	....	14,590	36,204	6,142
Kentucky.....	6	15	5	214	1	4	33	30,500	204	68,500	378,295	23,609
Louisiana.....	3	3	....	41	....	....	1	....	....	....	....	....
Maine.....	2	9	5	50	....	11	7	18,300	700	105,000	199,000	13,141
Maryland.....	5	69	16	466	....	3	34	36,700	150	85,000	....	1,200
Massachusetts.....	7	62	16	231	33	157	51	63,200	1,434	635,269	1,814,625	106,779
Michigan.....	2	8	3	51	5	3	5	7,200	255	....	35,952	2,100
Minnesota.....	4	14	5	72	13	....	14	8,000	350	120,000	160,000	12,000
Mississippi.....	1	5	....	....	....	....	....	....	....	....	....	....
Missouri.....	4	18	2	149	1	....	30	10,400	50	140,000	40,000	....
Nebraska.....	2	6	1	54	....	....	....	700	150	....	8,500	700
New Jersey.....	5	39	19	315	5	212	89	97,331	2,296	1,009,000	1,562,615	89,003
New York.....	12	71	24	668	28	173	134	134,807	8,414	2,063,577	2,211,991	122,507
North Carolina.....	4	8	....	62	....	5	3	2,500	200	....	....	....
Ohio.....	13	53	13	308	6	122	58	36,000	330	407,000	460,000	25,023
Pennsylvania.....	14	86	27	498	10	86	66	164,050	3,312	345,000	849,028	54,624
South Carolina.....	4	9	....	89	....	....	....	24,500	100	45,000	....	....
Tennessee.....	6	34	3	200	5	....	16	2,500	100	115,000	43,000	200
Texas.....	2	13	....	28	....	....	....	600	....	....	....	....
Virginia.....	4	24	9	161	6	46	41	27,700	842	75,000	278,740	17,100
Wisconsin.....	4	25	1	297	12	28	42	25,420	7,140	214,000	55,000	3,000
Dist. of Columbia.....	2	9	1	74	....	....	14	....	....	....	....	2,000
Total.....	146	750	187	5,144	146	1,095	700	736,465	29,129	6,357,796	9,790,131	586,856

TABLE XII.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1874 to 1884, inclusive (1883 omitted), with the number of instructors and number of students:

	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.
Number of institutions.....	38	43	42	43	50	49	48	47	48	47
Number of instructors.....	181	224	218	175	196	224	229	229	249	269
Number of students.....	2,585	2,677	2,664	2,811	3,012	3,019	3,134	3,227	3,079	2,686

Comparing the number of clergymen and of lawyers in 1880 (64,698 to 64,137) with the annual attendance on divinity schools and on law schools for a series of years, as shown above, it is very obvious that the lawyers of the Union do not obtain their

professional training, or the theoretical part thereof, from their professional schools, to any such extent as do clergymen from schools of theology. The tabular comparison below is prepared from the summaries given in my report for 1880; it shows the annual attendance upon theological and law schools from 1871 to 1880, inclusive:

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.
Schools of theology.....	3, 204	3, 351	3, 838	4, 356	5, 234	4, 263	3, 965	4, 320	4, 738	5, 242
Schools of law	1, 722	1, 976	2, 174	2, 585	2, 677	2, 664	2, 812	3, 012	3, 019	3, 134
Excess of theology students	1, 482	1, 375	1, 664	1, 771	2, 557	1, 604	1, 154	1, 308	1, 719	2, 108

It is to be remembered further that nearly all the religious denominations now favor a preliminary collegiate education for their clergy and that the course of theological study in most schools is three years in duration; the law schools usually require but two years of study before graduation, and most of them do not require advanced preparatory training.

A very large number of lawyers do not attend law schools, except for one session; many do not attend at all; these classes "read law" in the offices of members of the bar. This is often thought to be advantageous because it makes the young man early familiar with the practical side of his profession; but here, as elsewhere, the lack of liberal culture and of thorough historical study of the law is a hindrance to almost every kind of real success; men may make money under such circumstances, but they seldom grow up to the full standard of legal stature, lacking, as they must, the humane nutrition of general culture. Many of the objections urged against an elective judiciary might be set aside without hesitation if the laws of the State should require of every candidate for the bench good evidence of his thorough preliminary and professional training and the attainment of at least his fortieth year.

The following summary shows the number of lawyers in each State and Territory in 1880, according to the Federal census of that year. In the Union, as a whole, the proportion of lawyers to the whole population was as 1 to 782.

Lawyers according to the census of 1880.

States and Territories.	Number.	States and Territories.	Number.
Alabama	793	Montana	77
Arizona	118	Nebraska	840
Arkansas	745	Nevada	119
California.....	1, 399	New Hampshire	382
Colorado.....	807	New Jersey	1, 557
Connecticut.....	796	New Mexico	128
Dakota	300	New York	9, 459
Delaware	127	North Carolina.....	772
District of Columbia.....	918	Ohio	4, 489
Florida	306	Oregon	311
Georgia.....	1, 432	Pennsylvania	4, 992
Idaho	61	Rhode Island	237
Illinois.....	4, 025	South Carolina.....	614
Indiana.....	2, 904	Tennessee	1, 506
Iowa.....	2, 610	Texas	2, 109
Kansas	1, 492	Utah	119
Kentucky	1, 981	Vermont.....	424
Louisiana.....	828	Virginia	1, 355
Maine.....	725	Washington	113
Maryland.....	1, 087	West Virginia	620
Massachusetts.....	1, 984	Wisconsin	1, 198
Michigan.....	2, 097	Wyoming.....	34
Minnesota.....	906		
Mississippi	820	The United States	64, 137
Missouri.....	2, 007		

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TABLE XII.—*Summary of statistics of schools of law.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1884.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama.....	1	3	19	9	.....	50	3	.....	.....	.....	.....
Arkansas.....	1	12	.....	.....	2	.....	.....	.....	.....	.....	.....
California.....	1	2	136	20	36	.....	.....	.....	\$100,000	\$7,000	.....
Connecticut.....	1	17	69	42	36	8,000	.....	.....	10,000	600	\$7,333
Georgia.....	3	8	10	3	9	.....	.....	.....	.....	.....	.....
Illinois.....	4	23	184	39	21	.....	.....	.....	.....	.....	8,700
Indiana.....	1	6	.....	.....	.....	200	.....	.....	.....	.....	.....
Iowa.....	3	44	172	41	120	3,000	350	.....	.....	.....	7,000
Kansas.....	1	7	24	2	8	110	.....	.....	.....	.....	.....
Kentucky.....	1	.....	.....	.....	20	.....	.....	.....	.....	.....	.....
Louisiana.....	2	9	75	.....	16	.....	.....	.....	.....	.....	.....
Maryland.....	1	7	53	25	15	400	300	\$10,000	.....	.....	4,400
Massachusetts...	2	24	342	176	.....	19,900	.....	.....	205,460	14,805	19,375
Michigan.....	1	5	307	58	136	4,240	.....	.....	.....	.....	13,300
Mississippi.....	1	6	12	.....	.....	.....	.....	.....	.....	.....	700
Missouri.....	1	7	43	.....	14	850	120	.....	.....	.....	1,600
Nebraska.....	1	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York.....	4	23	500	218	160	6,159	53	30,000	.....	.....	42,749
North Carolina...	2	3	36	6	.....	.....	112	.....	.....	.....	2,000
Ohio.....	1	6	102	34	64	2,912	292	.....	.....	.....	5,070
Pennsylvania.....	2	5	101	.....	31	300	.....	.....	.....	.....	.....
South Carolina...	1	2	5	.....	4	2	.....	0	0	0	208
Tennessee.....	3	10	78	.....	50	500	.....	.....	.....	.....	3,000
Texas.....	1	2	52	.....	13	246	246	.....	.....	.....	1,040
Virginia.....	2	5	138	.....	.....	4,700	125	.....	.....	.....	8,270
West Virginia...	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wisconsin.....	1	5	36	.....	24	1,400	.....	.....	.....	.....	1,800
Dist. of Columbia.	3	23	192	4	38	.....	.....	.....	10,000	800	6,160
Total.....	47	269	2,686	677	817	52,969	1,601	40,000	325,460	23,205	132,705

TABLE XIII.—SCHOOLS OF MEDICINE, DENTISTRY, AND PHARMACY.

The following is a comparative statement of the number of schools of medicine, dentistry, and pharmacy reported to the Office each year from 1874 to 1884, inclusive (1883 omitted), with the number of instructors and students:

	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.
Number of institutions.	99	106	102	106	106	114	120	126	134	145
Number of instructors.	1,121	1,172	1,201	1,278	1,337	1,495	1,660	1,746	1,946	2,235
Number of students...	9,095	9,971	10,143	11,225	11,830	13,321	14,006	14,536	15,151	15,300

This summary for 1884 does not show the entire number of these schools in existence during the time mentioned, but only those that answer the inquiries propounded by this Office.

The following statement from the Tenth Federal Census shows the number of persons in 1880 pursuing the vocations to which this table has or should have intimate and practical relation:

Summary showing the number of physicians, surgeons, dentists, and pharmacists in the United States in 1880.

States and Territories.	Physicians and surgeons.	Dentists.	Pharmacists.	States and Territories.	Physicians and surgeons.	Dentists.	Pharmacists.
Alabama.....	1,552	167	250	Missouri.....	4,550	408	1,750
Arizona.....	71	7	27	Montana.....	77	13	33
Arkansas.....	1,892	79	314	Nebraska.....	807	93	388
California.....	1,851	413	836	Nevada.....	134	21	68
Colorado.....	570	94	299	New Hampshire.....	610	139	191
Connecticut.....	952	243	366	New Jersey.....	1,595	325	856
Dakota.....	212	25	119	New Mexico.....	80	8	23
Delaware.....	217	34	85	New York.....	9,272	1,809	3,469
District of Columbia.....	423	75	186	North Carolina.....	1,360	157	196
Florida.....	374	68	87	Ohio.....	6,393	895	655
Georgia.....	1,995	205	333	Oregon.....	425	75	157
Idaho.....	51	8	13	Pennsylvania.....	7,042	1,425	2,784
Illinois.....	5,899	773	2,335	Rhode Island.....	396	85	179
Indiana.....	4,993	452	1,663	South Carolina.....	919	116	148
Iowa.....	3,035	370	1,318	Tennessee.....	2,688	218	452
Kansas.....	1,964	173	831	Texas.....	3,003	246	700
Kentucky.....	2,985	240	828	Utah.....	139	26	41
Louisiana.....	1,033	146	330	Vermont.....	659	132	169
Maine.....	969	198	333	Virginia.....	1,898	215	360
Maryland.....	1,551	255	537	Washington.....	152	18	36
Massachusetts.....	2,845	717	1,311	West Virginia.....	939	92	183
Michigan.....	2,924	480	1,180	Wisconsin.....	1,549	264	661
Minnesota.....	914	157	314	Wyoming.....	30	4	8
Mississippi.....	1,682	146	298	The United States.	85,671	12,314	27,700

Remembering that the total population of the Union in 1880 was 50,155,783, we see that the proportion thereof to the number of medical men in the Union was as 584 to 1; to the number of dentists, as 4,073 to 1; and to the number of pharmacists, as 1,811 to 1.

The next following summary shows, by States, for 1883, the number of schools for the training of students wishing to enter these professions, the number of students attending them, &c.:

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TABLE XIII.—*Summary of statistics of schools of medicine, of dentistry, and of pharmacy.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1884.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
I. MEDICAL AND SURGICAL.											
1. Regular.											
Alabama	1	9	80	3	12	500		\$150,000	\$0	\$0	\$4,000
Arkansas	1	15	29	3	13	100		15,000	0	0	750
California	3	30	129	15	15	200		100,000			7,141
Colorado	2	25	48		5	50	50	6,250			
Connecticut	1	17	31	9	9				30,995	1,963	4,195
Georgia	3	37	304		112	5,000		110,000			8,500
Illinois	5	132	870	88	284	148		245,000	5,000	500	65,197
Indiana	5	72	244		90						365
Iowa	3	34	302	6	113	300	25	51,200			6,800
Kentucky	4	45	714		247	4,000		75,000			45,500
Louisiana	1	16	217		56	1,000		80,000	0	0	21,405
Maine	2	19	130	34	33	4,100		25,500	2,500	150	9,244
Maryland	3	60	638	7	206			101,000			2,200
Massachusetts	2	71	289	134	65	2,100	100	3,000	173,547	10,094	51,433
Michigan	3	64	459	27	137	100	12	30,000			3,192
Minnesota	1	29	52		7	175		110,000	0		2,860
Missouri	8	122	608	22	216	2,120		124,000			46,745
Nebraska	2	30	35	2	7	150		10,000			
New Hampshire	1	12	76		42	1,900	150	40,000	0	0	5,834
New York	9	230	2,085	173	640	7,142	92	606,500			76,559
North Carolina	2	8	33			500		40,000	6,000	300	4,000
Ohio	9	137	872	88	287	5,500	150	284,000	262,000		41,935
Oregon	1	12	40	4	11	100		8,000			3,200
Pennsylvania	4	109	1,087	108	346	5,640	600	365,000	135,597	7,842	56,007
South Carolina	1	20	86		23			20,000	0	0	5,691
Tennessee	5	64	579	1	242	1,150	100	56,300	2,500	130	18,450
Vermont	1	19	230	30	101				0	0	9,000
Virginia	2	24	132		47						
Dist. of Columbia	3	44	201	20	43			1,000			2,322
Total	86	1,566	10,600	774	3,439	41,975	1,279	2,656,750	618,139	20,979	503,225
2. Eclectic.											
California	1	10	31	3	9			20,000			2,710
Georgia	1	7	62	9	17	47	11	10,000			3,650
Illinois	1	16	159		50	500	100	75,000			7,000
Indiana	1	18	31	31	10	50					455
Iowa	1	14	34		7						1,560
Missouri	1	8	81		15			2,000			6,500
Nebraska	1	3	16		1						
New York	1	9	102		19	600		45,750	0	0	5,302
Ohio	1	9	251		33			80,000	0		20,000
Total	9	94	767	43	211	1,197	111	232,750			47,117

TABLE XIII.—*Summary of statistics of schools of medicine, &c.—Continued.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1884.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
I. MEDICAL AND SURGICAL.—Con'd.											
3. <i>Homœopathic.</i>											
California	1	18	25	.....	7	.....	.....	.....	.....	.....	.....
Illinois	2	35	447	25	155	500	.....	\$125,000	.....	.....	\$22,500
Iowa	1	8	44	3	34	300	20	.....	.....	.....	.....
Massachusetts	1	29	108	14	35	.....	.....	.....	.....	.....	.....
Michigan	1	4	60	.....	20	.....	.....	.....	.....	.....	.....
Missouri	1	12	43	.....	19	.....	.....	.....	.....	.....	.....
Nebraska	1	6	14	.....	3	.....	.....	.....	.....	.....	.....
New York	2	53	202	4	60	.....	.....	1,000	.....	.....	14,605
Ohio	2	29	173	3	56	500	125	.....	.....	.....	7,000
Pennsylvania	1	13	151	18	41	2,000	.....	200,000	.....	.....	13,000
Total	13	212	1,267	67	430	3,300	145	326,000	.....	.....	57,105
II. DENTAL.											
California	1	23	23	0	8	20	20	1,500	\$0	\$0	4,240
Indiana	1	6	34	.....	20	.....	.....	1,000	.....	.....	4,484
Iowa	1	10	31	.....	13	.....	.....	.....	.....	.....	.....
Maryland	2	98	174	52	78	.....	.....	25,000	.....	.....	17,800
Massachusetts	2	34	98	7	26	75	.....	.....	.....	.....	12,937
Michigan	1	7	67	.....	24	.....	.....	.....	.....	.....	.....
Minnesota	1	19	5	0	0	.....	.....	.....	.....	.....	275
Missouri	2	29	32	1	7	.....	.....	12,000	.....	.....	540
New York	1	24	142	8	42	0	0	0	0	0	14,872
Ohio	1	12	60	.....	30	500	.....	15,000	.....	.....	6,000
Pennsylvania	3	55	226	.....	52	4,000	.....	.....	.....	.....	19,657
Tennessee	2	33	65	1	26	2,000	3	50,000	.....	.....	2,700
Total	18	350	955	69	326	6,595	23	104,500	.....	.....	83,505
III. PHARMACEUTICAL.											
California	1	4	65	.....	.....	.....	.....	.....	.....	.....	.....
Illinois	1	5	190	.....	.....	3,000	.....	9,000	.....	.....	.....
Iowa	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky	2	7	50	1	8	120	4	3,200	.....	.....	1,831
Louisiana	1	.....	.....	.....	9	.....	.....	.....	.....	.....	.....
Maryland	1	3	106	.....	32	.....	.....	.....	.....	.....	.....
Massachusetts	1	4	144	.....	14	3,300	50	5,000	4,000	200	3,000
Michigan	1	11	77	3	37	.....	.....	.....	.....	.....	.....
Missouri	1	4	120	.....	42	100	.....	500	.....	.....	6,000
New York	2	10	367	.....	34	1,250	106	70,000	.....	.....	21,853
Pennsylvania	1	3	500	.....	.....	.....	150	80,000	0	0	.....
Tennessee	1	6	25	.....	7	.....	.....	.....	.....	.....	.....
Wisconsin	1	4	28	.....	.....	.....	.....	.....	.....	.....	334
Dist. of Columbia	2	9	39	.....	8	250	.....	2,500	.....	.....	1,951
Total	17	73	1,711	4	241	8,020	310	175,200	4,000	200	34,989

TABLE XIII.—*Summary of statistics of schools of medicine, &c.—Continued.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1884.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
TOTALS.											
Medical and surgical:											
Regular	88	1,506	10,600	774	3,409	41,975	1,279	\$2,653,750	\$618,139	\$20,979	\$503,225
Eclectic	9	94	767	43	211	1,197	111	232,750	.....	.....	47,117
Homœopathic	13	212	1,267	67	430	3,300	145	326,000	.....	.....	57,105
Dental	18	350	955	69	326	6,595	23	104,500	.....	.....	83,505
Pharmaceutical ..	17	73	1,711	4	241	8,020	310	175,200	4,000	200	34,969
Grand total ..	145	2,235	15,300	957	4,617	61,087	1,868	3,495,200	622,139	21,179	725,921

RÉSUMÉ OF CENSUS STATISTICS.

It will be seen from the foregoing tables that the census of 1880 reported 254,520 persons as engaged in the duties of clergymen, lawyers, physicians and surgeons, dentists, and pharmacists. In other words, the learned professions of law, medicine, and divinity number, in the aggregate, more than one-two-hundredths of the entire population. The size of this report forbids a detailed consideration of the proportion of these professions to the populations of the several States and Territories.

I can only spare space here for an example of some tabular studies respecting the distribution of pharmacists in 1880 between the urban and other parts of the States. In the following table, the number of pharmacists in the urban parts of each State is assumed to be, to the urban population, as 1 to 1,500, while in the States that showed as a whole a larger proportion of pharmacists, the proportion of urban pharmacists to urban population is calculated to be as 1 to 1,000.

Summary showing the number and population of municipalities containing 4,000 or more inhabitants, the rural population, and the estimated number of urban and rural pharmacists in the United States at the end of the census year 1880.

State or Territory.	Cities, boroughs, towns, &c., having a population of 4,000 or more.	Urban.		Rural.	
		Population.	Pharmacists.	Population.	Pharmacists.
Alabama.....	4	58,351	a39	1,204,154	211
Arkansas.....	1	13,138	a9	789,387	305
California.....	10	344,004	b344	520,690	492
Colorado.....	4	59,715	b60	134,612	239
Connecticut.....	26	235,500	a224	287,200	142
Delaware.....	1	42,478	a28	104,130	57
Florida.....	3	24,385	a16	245,108	71
Georgia.....	6	118,980	a79	1,423,200	254
Illinois.....	33	844,462	b844	2,233,409	1,491
Indiana.....	27	327,248	b327	1,651,053	1,336
Iowa.....	19	201,800	b202	1,422,815	1,116
Kansas.....	10	84,709	b85	911,189	746
Kentucky.....	11	231,720	a154	1,416,970	674
Louisiana.....	3	231,206	b231	708,650	99
Maine.....	14	135,900	a90	513,036	243
Maryland.....	5	364,934	a243	570,009	264
Massachusetts.....	57	1,175,139	b1,175	607,946	136
Michigan.....	27	353,230	a235	1,283,707	945
Minnesota.....	3	129,567	a86	651,206	223
Mississippi.....	4	28,084	a19	1,103,513	279
Missouri.....	14	505,903	b506	1,662,477	1,244
Nebraska.....	4	51,879	b52	400,523	336
Nevada.....	4	23,884	b24	38,382	44
New Hampshire.....	8	91,400	a61	255,591	130
New Jersey.....	23	586,547	b587	544,569	269
New York.....	58	2,726,367	b2,726	2,356,504	743
North Carolina.....	4	40,152	a26	1,359,593	170
Ohio.....	46	892,114	a595	2,305,948	60
Oregon.....	1	17,577	b18	157,191	139
Pennsylvania.....	56	1,658,523	a1,165	2,624,363	1,679
Rhode Island.....	14	213,600	a142	62,931	37
South Carolina.....	3	66,180	a44	929,397	104
Tennessee.....	5	104,904	a70	1,437,455	382
Texas.....	11	115,396	a77	1,476,353	623
Vermont.....	5	37,800	a25	294,486	144
Virginia.....	11	178,177	a119	1,334,448	241
West Virginia.....	4	47,846	a32	570,611	151
Wisconsin.....	20	272,733	a182	1,042,764	749
Arizona.....	1	7,007	a5	33,433	22
Dakota.....	.....	.....	.....	135,177	119
District of Columbia.....	2	159,871	b160	17,753	26
Idaho.....	.....	.....	.....	32,610	13
Montana.....	.....	.....	.....	39,159	33
New Mexico.....	1	6,635	a4	112,930	19
Utah.....	2	26,837	a18	117,126	23
Washington.....	.....	.....	.....	75,116	36
Wyoming.....	.....	.....	.....	20,789	8
The United States...	580	12,936,110	11,068	37,219,673	16,632

a1 to 1,500 inhabitants.

b1 to 1,000 inhabitants.

TABLE XIV.—UNITED STATES MILITARY AND NAVAL ACADEMIES.

In Table XIV of the appendix will be found the statistics of the examinations of candidates for admission to the United States Naval and Military Academies for the year 1881.

TABLE XV.—DEGREES.

The following summary shows for 1883 the number and kind of degrees, in course and honorary, that were conferred in the United States. The number of degrees noted as conferred in theology does not really represent the number of graduates in that faculty, because many of the best schools mention in their graduation certificates no particular degree as conferred on the graduate. All such cases, whenever they can be ascertained, should be classed as bachelors of divinity. As most of these graduates were also preliminarily educated in a classical collegiate course, ending with the bachelorship of arts, and as they usually receive, three years later, the mastership of arts as a matter of course, they have no need of a professional degree.

TABLE XV.—Statistical summary of all degrees conferred.

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
GRAND TOTAL.....	a10,801	511	3,587	155	1,179	13	327	38	41	2	6372	263	4,308	6	915	94
Total in classical and scientific colleges.	c6,820	497	2,827	155	1,135	13	324	36	16	2	249	196	1,434	3	783	92
Total in colleges for women.	d844	4	752	...	44	...	3	2	25	...	...	...	...	...	...	2
Total in professional schools.	b3,137	10	8	...	...	...	...	...	...	...	b123	7	2,874	3	132	...
ALABAMA.....	118	4	91	...	12	...	...	...	1	...	3	14	...	...	...	1
Classical and scientific colleges.	35	4	23	...	12	...	...	...	...	...	3	...	...	...	...	1
Colleges for women.....	69	...	68	...	...	...	...	...	1	...	...	...	...	...	...	...
Professional schools.....	14	...	...	...	...	...	...	...	...	...	...	14	...	...	...	...
ARKANSAS.....	33	20	17	17	1	...	...	...	...	...	2	13	1	2	...	...
Classical and scientific colleges.	33	20	17	17	1	...	...	...	...	...	2	13	1	2	...	...
CALIFORNIA.....	e109	4	25	2	25	...	6	1	...	...	3	1	47	...	...	...
Classical and scientific colleges.	e74	4	25	2	25	...	6	1	...	...	1	15	...	...	...	...
Professional schools.....	35	...	...	...	...	...	...	...	...	...	3	...	32	...	...	...
COLORADO.....	13	1	2	1	6	...	...	...	...	...	...	5	...	...	...	...
Classical and scientific colleges.	13	1	2	1	6	...	...	...	...	...	...	5	...	...	...	...

a Includes 72 degrees not specified.

b 26 of these were ordained as priests during the year; there were also 501 graduates upon whom, in most cases, diplomas were conferred.

c Includes 52 degrees not specified.

d Includes 20 degrees not specified.

e Includes 3 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred—Continued.*

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
CONNECTICUT	362	14	225	6	7	..	51	..	..	..	28	4	9	..	42	4
Classical and scientific colleges.	362	14	225	6	7	..	51	..	..	..	28	4	9	..	42	4
DELAWARE	14	2	11	..	3	1	..	..	..	..	..	..	..	..	..	1
Classical and scientific colleges.	14	2	11	..	3	1	..	..	..	..	..	..	..	..	..	1
GEORGIA	296	3	149	..	1	..	1	8	..	..	2	129	..	9	..	..
Classical and scientific colleges.	84	3	38	..	..	..	1	..	..	..	2	37	..	9	..	..
Colleges for women	120	..	111	..	1	..	..	8	..	..	..	..	..	..	..	..
Professional schools	92	..	..	..	..	..	..	..	..	..	..	92	..	..	..	..
ILLINOIS	896	32	212	6	93	..	35	1	..	..	46	20	489	..	21	5
Classical and scientific colleges.	412	25	199	6	93	..	35	1	..	..	19	13	45	..	21	5
Colleges for women	13	..	13	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	471	7	..	..	..	..	..	..	..	27	7	444	..	..	..	..
INDIANA	262	28	107	3	38	1	11	5	4	1	..	12	102	2	..	4
Classical and scientific colleges.	145	26	96	3	38	1	11	5	..	1	..	12	..	..	..	4
Colleges for women	15	..	11	..	..	..	..	4	..	..	..	..	..	..	..	..
Professional schools	102	2	..	..	..	..	..	..	..	..	..	102	2	..	..	..
IOWA	435	23	78	10	70	..	27	..	3	..	1	10	136	..	120	3
Classical and scientific colleges.	362	23	75	10	70	..	27	..	..	..	1	10	69	..	120	3
Colleges for women	6	..	3	..	..	..	..	3	..	..	..	..	..	..	..	..
Professional schools	67	..	..	..	..	..	..	..	..	..	..	67	..	..	..	..
KANSAS	76	10	33	1	35	..	..	..	..	..	7	..	..	..	8	2
Classical and scientific colleges.	75	10	32	1	35	..	..	..	..	..	7	..	..	..	8	2
Colleges for women	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..
KENTUCKY	a118	14	123	4	34	4	4	..	..	..	5	256	..	..	1	..
Classical and scientific colleges.	a118	14	59	4	25	4	2	..	..	..	5	31	..	..	1	..
Colleges for women	75	..	64	..	9	..	2	..	..	..	..	..	..	..	..	..
Professional schools	225	..	..	..	..	..	..	..	..	..	..	225	..	..	..	..
LOUISIANA	143	2	43	..	20	..	..	..	..	..	..	70	..	10	2	..
Classical and scientific colleges.	117	..	18	..	19	70	..	10
Colleges for women	26	2	25	..	1	2	..

a Includes 1 degree not specified.

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TABLE XV.—*Statistical summary of all degrees conferred—Continued.*

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
MAINE	161	18	110	6	15						3	6	33			6
Classical and scientific colleges.	147	18	96	6	15						3	6	33			6
Colleges for women	14		14													
MARYLAND	469	6	95	2	6		15				14	2	316		15	2
Classical and scientific colleges.	107	6	78	2	6		15				8	2				2
Colleges for women	218		10													
Professional schools	344		7								6		316		15	
MASSACHUSETTS	555	14	247	8	66		5		3		39	2	140		55	4
Classical and scientific colleges.	413	14	159	8	59		5				31	2	104		55	4
Colleges for women	98		88		7				3							
Professional schools	44										8		36			
MICHIGAN	590	14	117	8	55	3	47		13		5	3	219		134	
Classical and scientific colleges.	538	14	117	8	55	3	47		13		5	3	167		134	
Professional schools	52												52			
MINNESOTA	88	1	24		39		2				16	1	7			
Classical and scientific colleges.	64	1	22		33		2				7	1				
Colleges for women	8		2		6											
Professional schools	16										9		7			
MISSISSIPPI	71	3	44	1	18		9									2
Classical and scientific colleges.	36	3	9	1	18		9									2
Colleges for women	35		35													
MISSOURI	6507	12	83	1	93		4		2		5	6	302		14	5
Classical and scientific colleges.	170	12	61	1	87		4		1		5	6	4		14	5
Colleges for women	633		22		6				1							
Professional schools	298												298			
NEBRASKA	25	2	6	1	8								11			1
Classical and scientific colleges.	21	2	6	1	8								7			1
Professional schools	4												4			
NEW HAMPSHIRE	136	19	77	10	17	2	3				2		42			2
Classical and scientific colleges.	133	19	74	10	17	2	3				2		42			2
Colleges for women	3		3													

a Includes 8 degrees not specified.

b Includes 4 degrees not specified.

TABLE XV.—Statistical summary of all degrees conferred—Continued.

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
NEW JERSEY	203	10	146	2	54	1					8	4				3
Classical and scientific colleges.	200	10	146	2	54	1						4				3
Professional schools	8										8					
NEW YORK	<i>a</i> 1,490	35	318	8	123	1	29	3			<i>b</i> 45	10	803		155	7
Classical and scientific colleges.	<i>a</i> 998	35	313	8	123	1	28	3			7	10	355		155	7
Colleges for women	6		5				1									
Professional schools	<i>b</i> 486										<i>b</i> 38		448			
NORTH CAROLINA	96	13	66	1	7		15		3		5	8				4
Classical and scientific colleges.	69	13	42	1	7		15				5	8				4
Colleges for women	27		24						3							
OHIO	<i>a</i> 983	57	313	9	94		35	9	1	1	16	31	443	1	64	6
Classical and scientific colleges.	<i>a</i> 521	54	297	9	85		35	7	1	1	16	31	70			6
Colleges for women	25	2	16		9			2								
Professional schools	437	1											373	1	64	
OREGON	32	9	8	4	12		1	2				3	11			
Classical and scientific colleges.	32	9	8	4	12		1	2				3	11			
PENNSYLVANIA	<i>c</i> 823	53	261	16	104		9	6	3		19	25	386		31	6
Classical and scientific colleges.	<i>c</i> 503	53	247	16	104		9	6	1			25	101		31	6
Colleges for women	15		13						2							
Professional schools	305		1								19		285			
RHODE ISLAND	71	2	64	1			7									1
Classical and scientific colleges.	71	2	64	1			7									1
SOUTH CAROLINA	105	10	66	6	12							1	23		4	3
Classical and scientific colleges.	48	10	32	6	12							1			4	3
Colleges for women	34		34													
Professional schools	23												23			
TENNESSEE	<i>d</i> 515	27	198	6	33		4	1			13	13	268	1	50	6
Classical and scientific colleges.	<i>e</i> 357	27	71	6	33		4	1			13	13	185	1	50	6
Colleges for women	<i>f</i> 135		127													
Professional schools	23												23			

a Includes 17 degrees not specified.*b* Includes 26 ordained as priests during the year.*c* Includes 10 degrees not specified.*d* Includes 9 degrees not specified.*e* Includes 1 degree not specified.*f* Includes 8 degrees not specified.

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TABLE XV.—*Statistical summary of all degrees conferred—Continued.*

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
TEXAS	32	5	14	2	4	1	1	1	1	1	1	1	1	1	13	1
Classical and scientific colleges.	27	5	10	2	3	1	1	1	1	1	1	1	1	1	13	1
Colleges for women	5	1	4	1	1	1	1	1	1	1	1	1	1	1	1	1
VERMONT	124	14	15	7	7	1	1	1	1	1	101	3	1	1	1	3
Classical and scientific colleges.	122	14	13	7	7	1	1	1	1	1	101	3	1	1	1	3
Colleges for women	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
VIRGINIA	212	16	103	13	13	4	2	1	1	1	8	47	1	1	45	6
Classical and scientific colleges.	123	16	51	9	9	4	2	1	1	1	8	14	1	1	45	6
Colleges for women	56	1	52	4	4	1	1	1	1	1	1	1	1	1	1	1
Professional schools	33	1	1	1	1	1	1	1	1	1	1	33	1	1	1	1
WEST VIRGINIA	18	3	13	3	5	1	1	1	1	1	1	1	1	1	1	1
Classical and scientific colleges.	18	3	13	3	5	1	1	1	1	1	1	1	1	1	1	1
WISCONSIN	156	7	72	2	48	4	2	1	1	1	5	1	3	1	24	2
Classical and scientific colleges.	146	7	67	2	48	4	2	1	1	1	1	1	3	1	24	2
Colleges for women	5	1	5	1	1	1	1	1	1	1	1	1	1	1	1	1
Professional schools	5	1	1	1	1	1	1	1	1	1	5	1	1	1	1	1
DISTRICT OF COLUMBIA	a 158	4	11	1	1	1	1	1	1	1	1	44	1	1	99	1
Classical and scientific colleges.	a 105	4	11	1	1	1	1	1	1	1	1	44	1	1	46	1
Professional schools	53	1	1	1	1	1	1	1	1	1	1	1	1	1	53	1
WASHINGTON TERRITORY	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Classical and scientific colleges.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

a Includes 3 degrees not specified.

TABLE XVI.—*Summary of statistics of additional public libraries for 1883-'84.*

States and Territories.	Number of libraries.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Amount of permanent fund.	Total yearly income.	Yearly expenditure.	
							Books, periodicals, and binding.	Salaries and incidentals.
Arkansas	2	1,950	50	.....	\$0	.....	.....	.....
California	13	27,966	3,145	82,556	.....	\$8,815	\$2,726	\$5,842
Colorado	6	7,290	1,370	2,419	.....	.....	75	.....
Connecticut	26	48,819	3,269	131,408	2,600	13,662	4,661	5,988
Delaware	1	2,000	70	.....	1,150	85	80	5
Georgia	4	2,800	517	200	100	180	270	100
Illinois	20	33,569	2,077	27,744	.....	5,111	4,374	2,283
Indiana	9	21,453	5,390	36,432	.....	6,456	3,126	3,270
Iowa	8	19,037	1,024	19,100	10,400	600	1,452	2,316
Kansas	8	13,588	1,850	5,229	1,912	1,344	1,962	926
Kentucky	4	2,225	255	.....	.....	.....	40	.....
Louisiana	2	1,700	200	.....	.....	.....	.....	.....
Maine	5	13,602	702	25,770	20,000	820	487	276
Maryland	5	7,974	585	2,950	.....	410	440	250
Massachusetts	18	49,776	3,539	95,639	74,830	6,867	3,190	1,460
Michigan	87	88,555	5,073	144,343	1,650	13,457	7,926	7,098
Minnesota	1	12,326	2,574	.....	0	.....	.....	2,300
Mississippi	2	1,900	130	2,400	0	120	245	.....
Missouri	5	5,100	495	210	.....	580	620	.....
Nebraska	6	7,327	2,574	1,800	.....	1,912	320	640
Nevada	1	300	20	450	0	0	50	0
New Hampshire	3	2,215	60	7,800	0	164	140	75
New Jersey	5	13,958	1,140	14,414	.....	3,455	1,267	3,173
New York	63	100,837	18,854	245,559	18,710	26,034	9,693	8,484
North Carolina	1	1,000	.....	.....	.....	.....	.....	0
Ohio	14	16,131	790	6,164	4,000	1,139	1,275	399
Oregon	2	1,530	131	.....	.....	.....	.....	55
Pennsylvania	23	39,154	4,955	12,900	1,000	2,590	3,351	85
Rhode Island	16	20,957	1,548	51,745	.....	4,511	1,924	3,125
South Carolina	2	2,150	250	725	0	.....	50	.....
Tennessee	2	900	30	.....	0	0	50	.....
Texas	1	800	.....	0	0	0	0	0
Vermont	5	6,196	1,098	1,500	.....	227	262	15
Virginia	3	16,436	660	.....	.....	900	687	3,660
Wisconsin	4	4,400	690	12,191	6,200	1,250	1,035	1,200
Arizona	1	4,500	150	0	0	.....	8	1,500
District of Columbia	3	21,350	1,839	3,274	.....	.....	.....	2,500
Idaho	1	1,200	50	2,000	.....	150	50	100
Montana	1	4,000	100	.....	0	500	100	500
Washington	1	1,850	50
Total	384	628,821	67,304	936,922	142,552	101,339	51,936	57,625

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Adding the totals of the preceding summary to those of the summaries of 1832, 1881, 1880, 1879, 1878, 1877, 1876, and of the Special Report on Public Libraries published by this Bureau in 1876 (see also the Report of the Commissioner of Education for 1875, p. cvii), we have the following aggregates for the libraries now reported:

Total number of public libraries reported, each having 300 volumes or upwards	4,503
Total number of volumes	13,668,555
Total yearly additions (2,133 libraries reporting)	596,608
Total yearly use of books (1,078 libraries reporting)	10,899,469
Total amount of permanent fund (1,905 libraries reporting)	\$7,014,009
Total amount of yearly income (1,247 libraries reporting)	1,592,602
Total yearly expenditures for books, periodicals, and binding (1,212 libraries reporting)	697,169
Total yearly expenditure for salaries and incidental expenses (1,039 libraries reporting)	857,747

It should be noted, however, that the figures for these items are but approximately true for the libraries of the country, inasmuch as they do not include the very considerable increase of the 3,647 libraries embraced in the Special Report on Public Libraries or the increase of the 472 libraries embraced in the Reports of the Commissioner of Education for 1876, 1877, 1878, 1879, 1880, 1881, and 1882-'83, from the dates thereof, to the present time.

The above table gives the statistics of 384 libraries not included in my previous reports. The total number tabulated from 1875 to 1884, inclusive, is 4,503.

The Bureau has now in progress a work on libraries that is intended to supplement the special report published in 1876. Some topics not treated in that publication will be presented and the subjects therein considered will be brought down to date.

TABLE XVII.—SCHOOLS FOR NURSES.

The following statement shows the number of nurses in the United States, according to the census of 1880:

States and Territories.	Number.	States and Territories.	Number.
Alabama	181	Montana	15
Arizona	3	Nebraska	50
Arkansas	32	Nevada	41
California	664	New Hampshire	142
Colorado	62	New Jersey	410
Connecticut	483	New Mexico	9
Dakota	16	New York	2,180
Delaware	56	North Carolina	126
District of Columbia	185	Ohio	265
Florida	40	Oregon	24
Georgia	397	Pennsylvania	1,521
Idaho .....	.....	Rhode Island	179
Illinois	533	South Carolina	235
Indiana	125	Tennessee	181
Iowa	129	Texas	108
Kansas	81	Utah	28
Kentucky	270	Vermont	120
Louisiana	416	Virginia	296
Maine	277	Washington	15
Maryland	422	West Virginia	15
Massachusetts	1,695	Wisconsin	187
Michigan	253	Wyoming	2
Minnesota	124	The United States	13,483
Mississippi	400		
Missouri	391		

The following summary of Table XVII shows the principal points of interest respecting the nurses' training schools in this country:

TABLE XVII.—*Summary of statistics of training schools for nurses.*

	Name.	Number of in- structors.	Present number of pupils.	Graduates in 1884.	Total number of pupils since or- ganization.	Graduates since organization.
1	Hartford Hospital Training School for Nurses.....	.....	16	a9	.....	b29
2	Connecticut Training School for Nurses, New Haven..	3	34	15	150	73
3	Illinois Training School for Nurses, Chicago	(c)	42	14	57	14
4	Flower Mission Training School for Nurses, Indian- apolis.	.....	.....	.....	.....	.....
5	Baltimore Training School for Nurses (Woman's Med- ical College of Baltimore).	7	.....	.....	.....	.....
6	Boston City Hospital Training School for Nurses.....	13	61	a25	191	b68
7	Boston Training School for Nurses (Massachusetts General Hospital).	15	50	13	360	124
8	Training School for Nurses (New England Hospital for Women and Children), Boston.	d1	17	8	e170	e72
9	Farrand Training School for Nurses, Detroit	3	12	.....	12	.....
10	Minnesota College Hospital Training School for Nurses, Minneapolis.	7	.....	.....	.....	.....
11	Northwestern Hospital Training School, Minneapolis..	3	4	2	7	2
12	St. Louis Training School .....	.....	.....	.....	.....	.....
13	Training School for Nurses (Orange (N. J.) Memorial Hospital).	1	9	5	14	5
14	Training School for Nurses of the Ladies' Hospital Association, Paterson, N. J.	3	5	2	7	2
15	Brooklyn Training School for Nurses (Brooklyn Hos- pital).	15	23	a8	45	b12
16	Long Island College Hospital Training School, Brooklyn.	.....	10	.....	.....	.....
17	New York State School for Training Nurses, Brooklyn.	6	7	7	65	65
18	Training School for Nurses (Brooklyn Homœopathic Hospital).	8	16	0	16	*8
19	Buffalo General Hospital Training School for Nurses..	f10	20	7	50	24
20	Charity and Maternity Hospitals Training School, New York.	10	42	22	235	127
21	Mount Sinai Training School for Nurses, New York...	6	25	a13	48	b20
22	Training School for Nurses (Bellevue Hospital), New York.	6	64	27	.....	195
23	Training School of New York Hospital.....	8	36	13	90	74
24	Rochester City Hospital Training School for Nurses...	7	17	a4	38	b4
25	Training School for Nurses, Cannonsburg, Pa.....	3	6	3	12	3
26	Nurse Training School of the Woman's Hospital, Phil- adelphia.	.....	20	g20	190	77
27	Training School for Nurses (Blockley Almshouse), Philadelphia.	.....	.....	.....	.....	.....
28	Training School for Nurses of the Rhode Island Hos- pital, Providence.	.....	.....	.....	.....	.....
29	South Carolina Training School for Nurses, Charleston.	h2	10	.....	10	.....
30	Mary Fletcher Hospital Training School for Nurses, Burlington, Vt.	6	20	.....	45	.....
31	Washington (D. C.) Training School for Nurses	8	13	4	43	11
	Total	156	579	221	1,855	1,009

* From Report of the Commissioner of Educa-
tion for 1882-'83.

a Graduates of 1883.

b Not including the graduates of 1884.

c Medical staff of hospital.

d With a corps of lecturers.

e Since the formal organization of the school in
September, 1872.

f Eight of these are lecturers in the spring course.

g From January, 1883, to July, 1884.

h Also 4 medical lecturers.

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TABLE XVIII.—*Summary of statistics of institutions for the deaf and dumb.*

States and Territories.	Number of institutions.	Instructors.		Number under instruction during the year.			Total number who have received instruction.
		Total number.	Number of semi-mutes.	Total.	Male.	Female.	
Alabama	1	4	0	53	30	23	200
Arkansas	1	8	a2	60	33	27	500
California	1	9	0	128	80	48	266
Colorado	1	4	1	47			65
Connecticut	2	18	2	194	120	74	2,396
Georgia	1	6	3	89	51	38	
Illinois	b3	36	1	586	343	243	1,785
Indiana	1	18	7	328	175	153	1,495
Iowa	1	19	3	275	162	113	
Kansas	1	10	2	190	102	88	369
Kentucky	1	8	2	168	94	74	833
Louisiana	1	3	1	50	28	22	
Maine	1	5	0	39	20	19	41
Maryland	3	16	1	145	81	64	473
Massachusetts	3	23	0	197	101	96	462
Michigan	2	18	2	311	169	142	1,067
Minnesota	1	9	4	130	70	60	336
Mississippi	1	5	1	5	3	2	
Missouri	3	17	3	311	189	122	942
Nebraska	1	8	1	115	74	41	211
New Jersey	1	5	2	82	47	35	82
New York	6	95	10	1,361	781	580	3,890
North Carolina	1	8	1	114	59	55	
Ohio	2	27	5	505	278	227	2,152
Oregon	1	2	0	26	11	15	76
Pennsylvania	5	45	5	656	392	264	2,277
Rhode Island	1	3	0	33	16	17	45
South Carolina	1	3	0	58	26	32	185
Tennessee	1	6		131	79	52	
Texas	1	9		98	62	36	263
Virginia	1	10	2	79	43	36	554
West Virginia	1	5	2	66	37	29	201
Wisconsin	3	16	1	257	165	92	827
Dakota	1	1	1	23	15	8	28
District of Columbia	c3	16	3	112	96	16	494
Total	59	495	a68	d7,022	4,032	2,943	22,515

a One of these is a mute.

b One of these represents the Chicago system of deaf-mute schools, to which belong, besides the Deaf-Mute High School, three primary schools.

c This includes the National Deaf-Mute College, an organization within the Columbia Institution.

d Includes 47 of whom the sex is not reported.

TABLE XVIII.—Summary of statistics of institutions for the deaf and dumb—Continued.

States and Territories.	Number of graduates who have become teachers.	Libraries.		Property, income, &c.			
		Number of volumes.	Increase in the last year.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
Alabama	2	500	.....	<i>a</i> \$60,000	<i>a</i> \$15,000	.....	<i>a</i> \$15,000
Arkansas .....	.....	50	0	50,000	40,000	.....	20,000
California	5	<i>a</i> 1,000	<i>a</i> 800	<i>a</i> 350,000	<i>a</i> 44,000	.....	<i>a</i> 41,110
Colorado	2	.....	.....	50,000	16,200	.....	16,200
Connecticut .....	.....	2,400	.....	258,000	.....	\$481	52,715
Georgia	4	1,100	50	40,000	16,000	0	.....
Illinois .....	.....	6,000	.....	423,000	101,000	921	98,935
Indiana .....	.....	3,133	21	457,925	58,000	.....	58,082
Iowa	4	575	.....	200,000	<i>b</i> 16,000	0	<i>c</i> 95,036
Kansas .....	.....	500	.....	60,000	24,000	.....	22,974
Kentucky	11	2,000	.....	140,000	30,000	.....	33,000
Louisiana	0	375	12	25,000	10,000	.....	7,850
Maine	0	.....	.....	.....	.....	3,000	3,500
Maryland	3	4,800	130	<i>a</i> 335,000	<i>a</i> 34,700	<i>a</i> 2,250	<i>a</i> 35,532
Massachusetts	0	1,530	.....	102,000	13,315	<i>d</i> 3,899	31,311
Michigan .....	.....	1,861	50	452,123	45,000	<i>e</i> 1,000	48,762
Minnesota	3	1,200	20	200,000	30,000	800	30,800
Mississippi	1	300	.....	75,000	37,000	0	18,000
Missouri .....	.....	1,015	.....	172,000	<i>e</i> 118,500	.....	79,517
Nebraska	1	800	50	66,000	21,000	0	21,000
New Jersey .....	.....	.....	.....	100,000	<i>f</i> 60,374	.....	53,571
New York	91	5,607	210	1,084,367	<i>f</i> 293,077	<i>f</i> 21,168	359,877
North Carolina .....	.....	1,400	50	<i>a</i> 100,000	<i>a</i> 36,000	0	<i>a</i> 36,000
Ohio .....	.....	2,000	0	750,000	100,675	.....	95,301
Oregon	0	0	.....	3,000	4,000	<i>g</i> 800	4,061
Pennsylvania	15	5,000	50	970,000	86,700	500	21,234
Rhode Island	0	310	.....	.....	3,500	0	2,700
South Carolina .....	.....	.....	.....	<i>a</i> 40,000	<i>a</i> 10,000	<i>a</i> 556	<i>a</i> 10,142
Tennessee .....	.....	500	.....	100,000	20,000	.....	22,000
Texas .....	.....	500	.....	75,000	98,736	0	94,000
Virginia .....	.....	500	0	<i>a</i> 200,000	<i>a</i> 35,000	1,250	<i>a</i> 33,171
West Virginia	1	634	0	<i>a</i> 80,000	<i>a</i> 23,450	0	<i>a</i> 29,508
Wisconsin	3	1,000	100	100,000	40,000	450	41,300
Dakota .....	.....	30	0	25,000	<i>h</i> 12,000	0	4,830
District of Columbia	39	3,000	.....	700,000	<i>i</i> 58,500	4,163	58,172
Total	185	49,680	1,543	7,843,415	1,551,727	41,838	1,595,191

a Including department for the blind.*b* For salaries; also \$35 a quarter per capita for current expenses.*c* For two years.*d* Includes some income from other States.*e* Includes income from board of pupils.*f* Includes income from other sources.*g* Territorial appropriation for pupils from Washington Territory.*h* Territorial appropriation.*i* Congressional appropriation.

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TABLE XIX.—*Summary of statistics of schools for the blind.*

States.	Number of schools.	Number of instructors and other employes.	Number of blind employes and workmen.	Number of pupils.	Number of pupils admitted since opening.	Libraries.		Property, income, &c.				
						Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.
Alabama	1	3	2	29	75	200	75	(a)	(a)	.....	b\$15,000	(a)
Arkansas	1	16	5	40	190	.....	.....	\$20,000	\$12,153	\$0	16,274	\$15,100
California	1	c3	0	34	118	(a)	(a)	(a)	(a)	.....	.....	(a)
Colorado	1	e2	..	10	10	.....	.....	.....	.....	.....	.....	.....
Georgia	1	15	4	61	217	1,000	100	75,000	22,000	375	d22,375	11,373
Illinois	1	36	2	136	.....	516	56	116,427	26,750	1,627	28,377	27,852
Indiana	1	24	4	123	700	2,070	100	354,617	29,000	e210	29,210	28,696
Iowa	1	30	8	125	500	1,200	.....	250,000	32,586	3,278	35,864	31,312
Kansas	1	19	3	72	186	500	50	100,000	13,900	0	13,900	13,900
Kentucky	1	24	8	78	.....	1,300	100	100,000	19,236	.....	28,550	21,424
Louisiana	1	4	4	22	60	300	20	12,000	f10,000	1,000	9,000	10,418
Maryland	2	18	11	87	406	750	.....	339,400	16,250	5,050	31,900	18,649
Massachusetts..	1	82	37	124	1,076	6,695	504	328,045	30,000	17,312	82,961	62,528
Michigan	1	26	1	50	99	975	20	78,000	132,000	.....	132,000	.....
Minnesota	1	11	1	36	76	.....	.....	20,000	.....	0	.....	8,443
Mississippi	1	14	3	37	.....	490	69	50,000	9,000	.....	9,000	.....
Missouri	1	21	3	90	589	1,500	300	250,000	28,000	0	28,000	26,000
Nebraska	1	9	1	28	54	250	.....	20,000	9,200	0	9,200	9,000
New York	2	98	13	367	1,925	5,256	.....	960,765	93,452	27,349	129,705	122,302
North Carolina..	1	11	7	60	.....	500	50	(a)	(a)	.....	38,000	(a)
Ohio	1	g25	e7	190	1,244	.....	.....	500,000	54,000	.....	54,000	54,000
Oregon	1	4	1	12	17	200	40	.....	4,000	0	4,000	4,000
Pennsylvania ..	1	33	18	170	1,186	2,250	100	206,000	43,500	5,080	87,342	72,676
South Carolina..	1	4	2	14	59	.....	.....	(a)	(a)	(a)	h10,556	(a)
Tennessee	1	19	4	66	263	600	80	80,000	13,000	.....	13,000	12,612
Texas	1	27	0	99	.....	.....	.....	95,000	31,000	0	31,000	31,000
Virginia	1	7	4	41	266	250	20	(a)	(a)	.....	.....	(a)
West Virginia..	1	4	0	36	79	360	80	(a)	(a)	h45,150	629,508	(a)
Wisconsin	1	26	2	77	333	1,700	75	175,000	18,000	0	25,000	18,000
Total	31	615	155	2,319	9,728	28,862	1,839	4,230,254	647,047	66,431	913,722	599,285

a Reported with statistics for the deaf and dumb (see Table XVIII and summary).

b For both departments.

c Instructors only.

d Total of items reported.

e Cash receipts from the institution.

f In State warrants.

g Officers and teachers only.

h Receipts from counties and individuals.

TABLE XX.—*Summary of statistics of schools for feeble-minded youth.*

	Name.	Number of instructors and other employees.	Number of inmates.			Number dismissed improved since opening.	Income.	Expenditure.
			Male.	Female.	Total.			
1	California Association for the Care and Training of Feeble-Minded Children.	9	6	7	13	0	\$2,160	\$4,440
2	Connecticut School for Imbeciles		(102)		102		16,536	.....
3	Illinois Asylum for Feeble-Minded Children.		172	138	310	228	56,000	56,000
4	Indiana Asylum for Feeble-Minded Children.	12	4	8	12	0	10,000	10,000
5	Iowa Institution for Feeble-Minded Children.	50	160	89	249	10	a123,557	a105,817
6	Kentucky Institution for the Education and Training of Feeble-Minded Children.	27	{ 70	{ (17) 62 }	149	b53	31,748	34,446
7	Family Home School for Nervous and Delicate Children (Amherst, Mass.).	3	1	2	3	2	1,800	.....
8	Private Institution for the Education of Feeble-Minded Youth (Barre, Mass.).	10	50	28	78	300	.....	44,800
9	Massachusetts School for the Feeble-Minded.	33	89	55	144	c21	30,260	30,229
10	Hillside School for Backward and Feeble Children (Fayville, Mass.).	9	7	2	9	d15	.....	.....
11	Minnesota School for Idiots and Imbeciles.	14	45	15	60	2	.....	12,269
12	New York State Idiot Asylum (custodial branch).	16	0	141	141	1	20,438	17,798
13	Idiot Asylum, Randall's Island							
14	New York Asylum for Idiots	76	191	129	320	.....	60,876	62,636
15	Ohio Institution for Feeble-Minded Youth.	113	318	201	519	e9	104,078	82,623
16	Pennsylvania Training School for Feeble-Minded Children.	.....	245	151	396	.....	117,759	109,830
	Total	372	{ 1,358	{ (119) 1,028 }	2,505	641	575,212	570,948

a For the biennial period ending in 1883, and includes report of permanent as well as current funds.

b Up to close of 1881.

c Dismissed improved during the year.

d Up to close of 1880.

TABLE XXI.—*Summary of statistics of reform schools.*

States.	No. in each State.	Number of teachers, officers, and assistants.		Number committed during the year.	Number discharged during the year.	Present inmates.			
						Sex.		Race.	
		Male.	Female.			Male.	Female.	White.	Colored.
California	1	(18)		166	37	84	78	a162	a4
Colorado	1	13	7	83	40	122	1	109	14
Connecticut	2	16	36	258	262	406	195	551	50
Illinois	2	16	13	157	103	338	55	351	42
Indiana	2	20	23	183	182	385	143	b494	b30
Kansas	1	9	9	54	13	72	.....	57	15
Kentucky	1	14	6	114	75	210	37	178	69
Maine	1	9	8	.....	37	105	.....	104	1
Maryland	2	18	45	143	152	241	187	428	.....
Massachusetts	14	32	68	723	839	{ ⁽¹⁰⁵⁾ 719	213	b849	b34
Michigan	2	22	37	253	208	352	157	b321	b31
Minnesota	1	2	5	.....	.....	121	15	.....	.....
Missouri	1	16	7	123	129	170	57	180	47
Nebraska	1	5	5	27	.....	49	13	60	2
New Hampshire	1	6	6	23	34	89	16	104	1
New Jersey	4	32	28	237	245	474	39	b382	b44
New York	13	120	175	3,157	3,125	{ ⁽³⁵⁾ 3,923	1,876	b2,185	b90
Ohio	5	40	41	598	583	984	505	b1,020	b162
Pennsylvania	2	12	22	588	471	805	230	796	239
Rhode Island	1	6	8	194	159	173	.....	157	16
Vermont	1	7	9	15	38	70	16	85	1
Wisconsin	2	27	28	163	205	324	124	b295	b4
District of Columbia	1	21	8	99	94	143	.....	55	88
Total	62	{ ⁽¹⁸⁾ 463	594	} 7,358	7,031	{ ⁽¹⁴⁰⁾ 10,359	3,957	} b8,923	b984

a Of those committed during the year.

b This distinction not reported in all cases.

TABLE XXI.—*Summary of statistics of reform schools—Continued.*

States.	Present inmates.		Number committed since establishment.	Libraries.		Annual cost of institution.	Total annual earnings of institution.
	Nativity.			Number of volumes.	Increase in the last school year.		
	Native.	Foreign.					
California	a156	a10	.....	.....	.....	\$39,909	.....
Colorado	b113	b9	163	350	350	22,331	\$1,232
Connecticut	b358	b27	4,224	1,250	50	120,726	17,455
Illinois	354	39	1,373	1,600	238	33,807	4,476
Indiana	b501	b15	2,469	1,150	25	73,000	8,931
Kansas	71	1	102	0	.....	12,000	.....
Kentucky	240	7	1,508	600	100	20,158	6,604
Maine	95	10	1,739	1,556	.....	23,367	4,988
Maryland	b224	b35	4,408	1,788	.....	59,826	21,326
Massachusetts	b760	b120	14,777	5,325	273	121,437	4,963
Michigan	b204	b88	3,069	1,000	256	102,783	.....
Minnesota .....	.....	.....	.....	1,000	.....	28,421	.....
Missouri	217	10	4,809	500	.....	.....	.....
Nebraska .....	.....	.....	78	0	.....	.....	.....
New Hampshire	100	5	1,150	400	50	18,000	5,000
New Jersey	b72	b24	2,160	790	.....	74,419	22,808
New York	b692	b531	67,459	4,596	587	791,075	177,361
Ohio	b693	b18	10,481	6,620	100	186,119	77,361
Pennsylvania	b197	b181	4,278	.....	.....	151,626	22,348
Rhode Island	141	32	3,467	1,400	100	29,831	5,205
Vermont .....	.....	.....	646	.....	.....	.....	4,196
Wisconsin	387	61	2,384	1,340	140	67,013	1,521
District of Columbia	a85	a14	812	600	50	34,389	1,739
Total	b5,720	b1,237	131,556	31,865	2,319	2,010,237	387,514

a Of those committed during the year.

b This distinction not reported in all cases.

TABLE XXII.—*Summary of statistics of homes and asylums for orphan or dependent children, infant asylums, and industrial schools.*

States and Territories.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last year.		
PART 1.—Homes and asylums.										
Alabama.....	5	27	.....	187	102	85	200	10	\$6,800	\$6,750
Arkansas.....										
California.....	13	82	7,157	1,164	375	789	2,516	408	127,129	127,562
Connecticut.....	6	44	4,870	326	189	137	1,530	80	37,186	40,222
Delaware.....	2	13	713	109	30	79	.....	.....	7,658	6,955
Georgia.....	6	23	7,256	266	180	86	1,350	29	9,994	15,851
Illinois.....	13	127	41,487	a1,286	597	414	2,776	569	111,889	124,010
Indiana.....	14	79	3,753	814	422	392	915	20	50,612	50,198
Iowa.....	4	47	1,975	355	189	166	1,375	.....	1,800	1,840
Kansas.....	3	8	2,271	13	9	4	250	40	7,753	7,451
Kentucky.....	12	75	3,829	962	419	543	4,000	77	179,307	64,788
Louisiana.....	9	49	5,418	739	291	448	874	50	35,123	29,197
Maine.....	4	17	803	178	71	107	825	37	17,251	16,688
Maryland.....	10	49	4,637	475	255	220	5,779	586	49,576	56,398
Massachusetts.....	22	187	31,590	a1,650	892	739	2,550	20	218,694	193,640
Michigan.....	9	79	6,565	669	394	275	2,000	225	62,109	57,323
Minnesota.....	4	18	587	125	79	46	110	.....	8,800	8,500
Mississippi.....	2	8	307	105	39	66	1,400	20	4,592	4,498
Missouri.....	16	140	3,530	a1,139	341	648	1,507	43	25,114	24,538
Nebraska.....	1	4	84	26	13	13	0	.....	0	.....
Nevada.....	1	6	297	48	29	19	760	.....	32,500	12,983
New Hampshire.....	3	11	530	a77	29	30	877	.....	8,127	8,023
New Jersey.....	7	46	3,491	a340	181	139	1,100	52	14,254	15,517
New York.....	86	878	159,588	a11,158	5,645	5,203	16,802	851	1,343,296	1,306,119
North Carolina.....	1	13	800	150	76	74	1,200	50	15,000	15,000
Ohio.....	45	585	34,363	a4,742	2,740	1,854	7,887	359	428,665	471,424
Oregon.....	1	2	468	39	17	22	104	12	2,416	2,376
Pennsylvania.....	51	500	37,373	a7,221	3,780	3,213	27,907	915	1,462,837	957,334
Rhode Island.....	6	23	35,399	383	175	208	775	125	45,897	57,332
South Carolina.....	2	19	2,568	175	151	24	1,846	672	7,400	55,913
Tennessee.....	2	9	.....	70	16	54	.....	.....	2,200	1,900
Texas.....	1	.....	35	18	13	5	.....	.....	.....	.....
Vermont.....	3	23	2,400	98	46	52	380	26	22,454	22,454
Virginia.....	4	22	909	120	4	116	435	50	3,200	2,769
Wisconsin.....	10	73	2,938	526	329	197	565	77	31,905	29,509
District of Columbia..	5	41	2,272	a403	228	124	342	4	36,454	30,743
Indian.....	2	17	35	180	84	96	569	30	25,000	19,000
New Mexico.....	1	2	.....	35	.....	35	200	.....	.....	.....
Total.....	386	3,346	410,298	a36,380	18,430	16,722	91,706	5,437	4,412,932	3,844,815
PART 2.—Infant asylums.										
California.....	2	12	.....	400	.....	.....	.....	.....	.....	.....
Illinois.....	2	31	5,000	46	27	19	.....	.....	6,010	6,010
Kentucky.....	2	.....	.....	a57	.....	.....	.....	.....	.....	.....

a Sex not reported in all cases.

TABLE XXII.—Summary of statistics of homes and asylums, &c.—Continued.

States and Territories.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last year.		
PART 2.— <i>Infant asylums</i> —Continued.										
Louisiana.....	1	14	.....	a200	.....	.....	.....	.....	.....	.....
Maryland.....	3	27	3,800	130	64	66	.....	.....	\$13,300	\$13,300
Massachusetts.....	3	6	1,300	a154	.....	.....	.....	.....	20,568	22,983
Michigan.....	3	14	1,420	a99	14	19	.....	.....	15,573	7,636
New York.....	15	76	27,165	a3,748	1,243	1,158	.....	.....	542,369	527,923
Pennsylvania.....	7	11	.....	a122	.....	.....	.....	.....	7,458	6,919
Wisconsin.....	1	.....	.....	a35	.....	.....	.....	.....	.....	.....
District of Columbia..	1	14	1,775	125	50	75	.....	.....	5,000	.....
Total.....	40	205	40,460	a5,116	1,398	1,337	.....	.....	610,278	584,771
PART 3.— <i>Industrial schools.</i>										
Connecticut.....	1	48	1,700	208	.....	208	.....	.....	.....	.....
Illinois.....	5	29	3,112	464	251	213	1,000	.....	.....	100
Indiana.....	2	23	149	175	60	115	125	35	12,323	12,059
Iowa.....	1	8	86	86	20	66	83	40	5,567	6,105
Kansas.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky.....	2	48	3,450	196	.....	196	.....	.....	357	357
Louisiana.....	2	20	.....	a230	.....	170	.....	.....	.....	.....
Maine.....	2	14	1,381	222	.....	222	.....	.....	8,396	5,871
Maryland.....	2	9	2,016	422	422	.....	1,200	.....	69,150	45,067
Massachusetts.....	5	62	.....	131	131	.....	.....	.....	7,860	7,802
Michigan.....	3	15	.....	a132	.....	32	.....	.....	4,300	.....
Minnesota.....	1	3	23	20	20	.....	.....	.....	.....	.....
Mississippi.....	1	5	300	232	130	102	.....	.....	1,697	1,526
Missouri.....	4	14	4,000	225	89	136	8	.....	4,227	3,972
Nebraska.....	1	.....	.....	70	.....	70	.....	.....	.....	.....
New Jersey.....	2	4	.....	60	.....	60	.....	.....	.....	.....
New York.....	19	365	138,146	a18,561	9,826	6,174	17,528	800	293,667	277,509
Ohio.....	5	11	.....	a356	30	121	.....	.....	1,403	10,688
Oregon.....	1	3	200	150	90	60	200	50	30,000	30,000
Pennsylvania.....	6	56	1,565	462	124	338	1,000	75	136,926	136,923
South Carolina.....	1	1	150	16	.....	16	.....	.....	500	500
Tennessee.....	1	4	.....	424	199	225	508	129	2,009	2,009
Virginia.....	1	7	234	165	165	.....	1,000	.....	70,050	136,000
Wisconsin.....	1	4	578	156	.....	156	.....	.....	.....	.....
District of Columbia..	3	2	500	110	45	65	150	50	7,500	7,500
Indian.....	3	5	.....	366	260	106	100	.....	7,000	.....
Montana.....	2	17	.....	172	57	115	1,280	20	9,000	.....
New Mexico.....	1	1	.....	4	1	3	.....	.....	.....	.....
Total.....	79	748	157,590	a23,815	11,920	8,969	24,182	1,199	671,932	683,988
Total, Part 1.....	386	3,346	410,298	a36,380	18,430	16,722	91,706	5,437	4,442,932	3,844,815
Total, Part 2.....	40	205	40,460	a5,116	1,398	1,337	.....	.....	610,278	584,771
Total, Part 3.....	79	718	157,590	a23,815	11,920	8,969	24,182	1,199	671,932	683,988
Grand total.....	505	4,269	608,348	a65,311	31,748	27,028	115,888	6,636	5,725,142	5,113,574

a Sex not reported in all cases.

b Only one institution reporting this item.

Tables XVIII-XXII, inclusive, present the statistics of several classes of institutions that were very fully treated in my last annual report. No material change has taken place in any of these since that date. In Table XVIII (institutions for the deaf and dumb) 2 additional schools are reported, all having under instruction 22,515 pupils, as against 22,991 in 1882-'83. State appropriations for the current year amount to \$1,551,727, an increase of \$238,554. Expenditures for the year amount to \$1,595,191, an increase of \$151,805.

In Table XIX (schools for the blind) 1 additional school is reported. The number of pupils is 2,319, an increase of 65. State or municipal appropriations for the year amount to \$647,041, an increase of \$66,657; total receipts, to \$913,722, an increase of \$57,110; expenditures, to \$599,235, a decrease of \$78,350.

In Table XX (schools for feeble-minded youth) 2 new schools are reported, viz: the California Association for the Care and Training of Feeble-Minded Children and Family Home School for Nervous and Delicate Children, Amherst, Mass. The total number of inmates in all these schools has increased since 1882-'83 from 2,434 to 2,505; income, from \$408,953 to \$575,212, and expenditures, from \$450,900 to \$570,948.

Reform schools (Table XXI) are reported from 22 of the 38 States of the Union and the District of Columbia; in all, 62 schools are included. The total annual cost (3 schools not reporting) amounted to \$2,010,237 and the total earnings (7 schools not reporting) to \$387,514.

For further particulars concerning the institutions here briefly noticed, the reader is referred to the abstracts of the appendix, under the head of Special Instruction in the respective States.

TABLE XXIII.—*Statistical summary of benefactions, by States, for eighteen months ending June 30, 1884.*

States and Territories.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	Schools of law.	Schools of medicine.
Alabama	\$13,056					
Arkansas	24,932	\$18,500				
California	128,650	71,530		\$6,600		
Colorado	22,292	12,792				
Connecticut	106,814	102,378	\$4,200			
Delaware	2,000					
Florida	1,000					
Georgia	188,528	102,633		76,000		
Illinois	666,592	297,955	100,000	249,109	\$200	\$1,000
Indiana	152,100	146,700	900			
Iowa	291,637	240,827				
Kansas	21,800	20,600				
Kentucky	93,818	36,610		31,600		25
Louisiana	569,016	548,966				
Maine	243,537	89,697	220	3,300		
Maryland	1,161,233	3,500		9,400		
Massachusetts	2,114,817	1,082,246	66,800	114,826		200
Michigan	284,405	260,466				
Minnesota	105,730	90,032		13,290		
Mississippi	8,650	7,700				
Missouri	339,998	162,414	115,000			
Nebraska	60,957	11,400				
Nevada	4,000					
New Hampshire	122,038	68,000				
New Jersey	391,592	269,536		7,624		
New York	1,212,831	497,009	25,000	506,774		50,000
North Carolina	102,941	80,400				
Ohio	835,782	225,796		43,300		13,000
Oregon	5,750	5,500				
Pennsylvania	880,791	477,537	100,000	44,103		95,730
Rhode Island	114,300	113,500				
South Carolina	62,775	17,528		28,210		
Tennessee	315,127	302,412				
Texas	43,600	20,000				
Vermont	180,765	109,300				
Virginia	208,624	89,321	108,603			
West Virginia	3,000					
Wisconsin	103,162	70,212		12,725		
Dakota	25,800	17,760				
District of Columbia	7,646	6,346		1,000		
Idaho	5,000					
New Mexico	13,500					
Utah	18,650					
Washington	11,000	11,000				
Total	11,270,236	5,688,043	520,723	1,147,261	200	159,955

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TABLE XXIII.—*Statistical summary of benefactions, by States, &c.—Continued.*

States and Territories.	Institutions for the superior instruction of women.	Preparatory schools.	Institutions for secondary instruction.	Institutions for the deaf and dumb and the blind.	Training schools for nurses.	Institutions for feeble-minded children.	Miscellaneous.
Alabama.....			\$13,056				
Arkansas.....			6,432				
California.....	\$34,700	\$2,500	570			\$13,350	
Colorado.....			9,500				
Connecticut.....		130	21		\$85		
Delaware.....			2,000				
Florida.....			1,000				
Georgia.....	1,400		8,495				
Illinois.....			17,265	\$65	998		
Indiana.....			4,500				
Iowa.....	15,000	5,500	30,310				
Kansas.....			1,200				
Kentucky.....	8,100		17,483				
Louisiana.....			20,050				
Maine.....	45,000	85,100	20,220				
Maryland.....			90,000				\$1,058,333
Massachusetts.....	96,451	236,425	17,587	282			500,000
Michigan.....			1,500	12,439	10,000		
Minnesota.....			2,468				
Mississippi.....			950				
Missouri.....	27,200		35,384				
Nebraska.....			49,557				
Nevada.....	4,000						
New Hampshire.....	2,100	39,438	12,500				
New Jersey.....		3,665	109,425		1,342		
New York.....		15,756	106,442	4,547	7,303		
North Carolina.....	5,000		17,541				
Ohio.....	4,205	1,100	6,050				542,331
Oregon.....			250				
Pennsylvania.....	20,000	29,000	33,454	75,760		5,207	
Rhode Island.....		800					
South Carolina.....			17,037				
Tennessee.....	4,000	500	8,215				
Texas.....	5,300		18,300				
Vermont.....	34,000	55	37,410				
Virginia.....	1,350		9,350				
West Virginia.....			3,000				
Wisconsin.....	2,700	825	16,000	1,200			
Dakota.....		7,000	1,100				
District of Columbia.....					300		
Idaho.....			5,000				
New Mexico.....		6,000	7,500				
Utah.....			18,650				
Washington.....							
Total.....	310,506	433,294	776,712	94,293	20,028	18,557	2,100,661

TABLE XXIII.—*Statistical summary of benefactions, by institutions, for eighteen months ending June 30, 1884.*

Institutions.	Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.
Universities and colleges	\$5, 688, 043	\$2, 426, 156	\$968, 172
Schools of science	520, 723	325, 076	100, 000
Schools of theology	1, 147, 261	506, 413	122, 220
Schools of law	200		
Schools of medicine, dentistry, and pharmacy	159, 955	16, 730	143, 200
Institutions for the superior instruction of women	310, 506	163, 255	57, 080
Preparatory schools	433, 294	333, 756	62, 528
Institutions for secondary instruction	776, 712	344, 323	255, 716
Institutions for the deaf and dumb and the blind	94, 293	17, 379	75, 912
Training schools for nurses	20, 028	17, 688	
Institutions for feeble-minded children	18, 557	18, 207	350
Miscellaneous	2, 100, 664	521, 631	520, 000
Total	11, 270, 236	4, 690, 614	2, 305, 178

Institutions.	Professorships.	Fellowships, scholarships, and prizes.	Aid for indigent students.	Libraries and museums.	Objects not specified.
Universities and colleges	\$702, 825	\$207, 517	\$37, 806	\$576, 571	\$768, 996
Schools of science		30, 056	6, 345	11, 300	47, 946
Schools of theology	40, 500	49, 986	20, 185	28, 000	373, 957
Schools of law		200			
Schools of medicine, dentistry, and pharmacy					25
Institutions for the superior instruction of women		21, 000	7, 000	2, 950	59, 221
Preparatory schools		80		575	36, 355
Institutions for secondary instruction		11, 521	39, 447	5, 479	120, 226
Institutions for the deaf and dumb and the blind			282	55	665
Training schools for nurses					2, 340
Institutions for feeble-minded children					
Miscellaneous				1, 058, 333	700
Total	749, 325	320, 360	111, 065	1, 683, 263	1, 410, 431

The foregoing summary exhibits the total of donations and legacies by individuals in aid of education for eighteen months, from January 1, 1883, to July 1, 1884, so far as reported to this Office, and the classes of institutions that are the recipients of the benefactions. The total amount of these reported was \$11,270,236. My former reports have exhibited the benefactions for one year each; proportionally, the above sum shows an increase over the benefactions for any previous year since 1873. My report for that year gives benefactions from October 15, 1872, to October 15, 1873, amounting to \$11,226,977.

From the table before us it appears that benefactions amounting to one or more millions of dollars are reported from Massachusetts, New York, and Maryland. As usual, universities and colleges secure the largest proportion of these gifts. Schools of theology come next. Preparatory schools and institutions for secondary instruction together received \$1,210,006.

For full particulars concerning these benefactions, their sources, purposes, &c., the reader is referred to Table XXIII, appendix.

EDUCATION IN FOREIGN COUNTRIES.

I.—EUROPE.

AUSTRIA-HUNGARY.—*a.* AUSTRIA, constitutional monarchy: Area, 115,903 square miles; population (December 31, 1880), 22,144,244. Capital, Vienna; population, 1,103,857. Minister of public instruction, Conrad von Eybesfeld.

The new Austrian school law took effect May 2, 1883. The bill provoked in the Reichsrath a most animated debate, which lasted through thirteen sessions and partook at times of a vehement character. The spectators frequently applauded the speakers, notwithstanding the aduonitions of the president. The matters which formed the principal subjects of discussion on the part of the liberals were embodied in articles 21 and 48 of the law, the former of which lessens the period of obligatory school attendance, while the latter seems likely to effect a return to the system of the confessional school. The bill was finally passed in the upper house by a vote of 170 to 167. The anticlerical press throughout the empire expressed itself strongly in condemnation of the vote, which, by a majority of only three, gave a decided advantage to the Roman Catholic party, and the number of the *Freie Pädagogische Blätter* for May 5, 1883, which contained an article reflecting on the new law, was confiscated by the authorities. The liberals urged against article 21 that through it a blow was aimed at the principle of obligatory school attendance. That article is as follows:

The period during which children must attend school begins with the end of the sixth and lasts until the end of the fourteenth year. But scholars should be allowed to leave the elementary schools when they have acquired a sufficient knowledge of the most important branches taught in those schools, viz, religion, reading, writing, and arithmetic. After completing a 6-year course at the common elementary schools, children in the country and children of poor parents in the cities may be exempted from a part of the regular school course at the request of their parents or those acting in their place. This exemption shall consist in limiting the teaching of such children to a part of the year or to half days or to single days in the week. This exemption may also be granted to children of entire districts or communes in the country, at the request of the authorities of the communes acting on the decision of the district or communal committee. In this case the plan of studies may be so arranged that instruction in the short course shall be given in divisions separate from the classes of the other scholars until the pupils of such divisions shall have completed their fourteenth year. In all these cases the course of study must be such as to enable the children who follow it to become familiar with the subjects generally prescribed for schools of this grade. At the close of the school year those scholars who have not yet completed their fourteenth year, but who will do so during the next half year, and who have completely mastered the subjects of study prescribed for common schools, may be excused from further attendance by the district school authorities for sufficient reasons.

Article 48 declares that—

Positions in the public schools are public offices, open to all citizens who have obtained the proper legal qualifications therefor. But only those teachers may be selected for

principals who have also obtained a qualification to give religious instruction in the denomination to which the majority of the scholars of the schools of which they are to have charge belong, taking the average of the previous five school years. In estimating this average, scholars of the different evangelical creeds shall be regarded as belonging to one denomination. It shall be the duty of the principals to take part in the supervision of the scholars at the regularly prescribed religious exercises conducted by teachers of the denomination required in the schools under their charge. No person can obtain a teacher's position who has been rendered ineligible to a place in the district representation by reason of any legal punishment.

This article excited a great deal of discussion and was vigorously opposed by the liberals on the ground that it favored a return to the confessional or denominational school.

b. HUNGARY, constitutional monarchy: Area, 125,039 square miles; population, 13,728,622. Minister of public instruction, Dr. A. von Trefort.

For an account of the system of public instruction in Hungary, see the last Report of the Commissioner of Education. The statistics of education for 1884 reached the Bureau too late for compilation for the present report.

Illiteracy in Austria-Hungary.—The following statement of illiteracy in the Austro-Hungarian monarchy has been prepared from statistics published by Ignaz Hátsék in Petermanns Mittheilungen aus Justus Perthes' Geographischer Anstalt. 30 Band, 1884. VI. The author compiled his figures from the census returns for 1880 and used them to prepare a colored map showing the degrees of illiteracy in different parts of the monarchy. The accompanying map shows the same facts, with letters instead of colors to represent degrees of illiteracy.

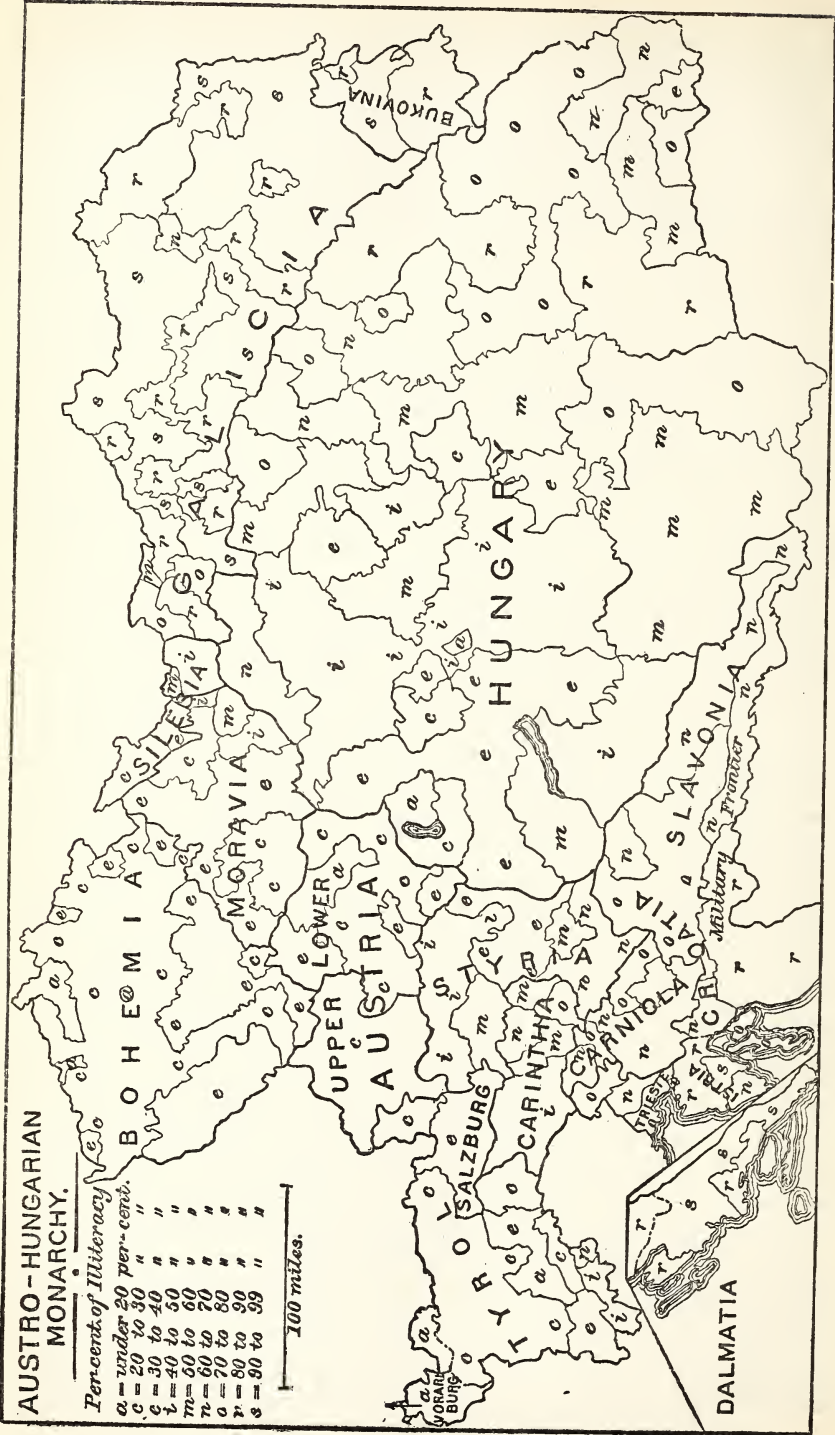
The following table shows the average percentage of illiteracy in the different crown lands of the monarchy, together with the highest and lowest percentage in each. Illiteracy here applies to persons unable to read and write.

Average illiteracy.	Greatest illiteracy.	Least illiteracy.
<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
Vorarlberg 17.7	Feldkirch 17.8	Bludenz 17.7
.....	.....	Korneuburg 13.0
Lower Austria 23.1	Zwettel 35.8	Vienna 17.2
Upper Austria 23.8	Rohrbach 27.9	Ried 20.5
.....	.....	Brüx 14.1
Bohemia 27.1	Schüttenhofen 39.4	Prague 14.7
Tyrol 29.8	Primiero 63.1	Reutte 17.9
Salzburg 30.0	St. Johann 36.8	Salzburg 26.6
Moravia 32.7	Wat. Meseritsch 54.2	Nikolsburg 21.8
Silesia 38.1	Freistadt 50.8	Freudenthal 25.3
Trieste district 42.6	.....	.....
Styria 45.6	Windischgratz 68.6	Gratz and suburbs 31.2
Carinthia 54.1	Völkermarkt 72.8	Hermagor 41.6
Göritz and Gradisca 70.7	Talmein 77.1	Sessana 65.9
Carniola 71.6	Rudolfswerth 83.3	Laybach and suburbs 60.5
Istria 80.3	Pisino-Mitterburg 90.6	Pola 63.8
Galicia 88.7	Lisko 97.3	Cracow and suburbs 57.3
Dalmatia 90.4	Benkovac 97.9	Cattaro 80.4
Bukovina 90.9	Storozynetz 96.7	Czernowitz and suburbs 84.6

Total average of persons unable to read and write:

	<i>Per cent.</i>
In the Austrian Empire 50.6	
In the Kingdom of Hungary 53.8	
In the city and district of Fiume 46.3	
In Croatia-Slavonia 71.0	
On the military frontier 78.0	

Total average in the Hungarian dominions 47.2



BELGIUM, constitutional monarchy: Area, 11,373 square miles; population (December 31, 1880), 519,844. Capital, Brussels; population, 388,731. Minister of public instruction, M. Victor Jacobs in early part of 1884 and M. Thonissen from October 26, 1884.

The new Belgian school law received the sanction of the King in September, 1884. The text is here substantially given:

ARTICLE 1. At least one communal school shall be established in a suitable place in each commune.

A commune may adopt and subsidize one or more private schools. In this case the King may, with the advice of the permanent committee, excuse the commune from the obligation of establishing or maintaining a communal school, but not if twenty fathers of families, having children of school age, demand such establishment or maintenance for the education of their children.

Two or more communes may, when necessary, be authorized by the King to unite in establishing or supporting a school.

ART. 2. The primary communal schools are to be managed by the communes. The communal council will determine the number of schools and teachers according to local requirements. It will also regulate everything relating to the establishment and organization of infant and adult schools.

ART. 3. The children of poor parents shall receive gratuitous instruction. The communes are to see that all those who do not attend uninspected private schools are provided with instruction either in a communal or adopted school. The communal council, on communication with the board of charities, shall draw up every year a list of poor children receiving gratuitous instruction in the communal or adopted schools and determine the amount of pay due the teachers of those schools from each scholar receiving such instruction. This list and the assessment of the amount due shall be submitted for approval to the committee, subject to appeal to the King. The committee shall also determine, under appeal to the King, the proportion to be paid by the board of charities for the education of poor children, and the proportion so assigned shall be included in the appropriation for the board.

ART. 4. The communes may place religious and moral instruction at the head of the program of some or all of their primary schools. This instruction shall be given at the beginning or end of the recitations. Children whose parents request it are to be excused from attending this exercise.

Primary instruction comprises necessarily reading; writing; the elements of arithmetic; the systems of weights and measures prescribed by law; the elements of French, Flemish, or German, according to locality; geography; drawing and singing; and the history of Belgium. It also includes gymnastics for boys and needlework for girls, and, in rural communes, the elements of agriculture for boys. The communes shall have a right to enlarge this program when desirable and circumstances permit.

Whenever, in a commune, twenty fathers of families having children of school age ask to have their children excused from attending religious instruction, the King may, on the request of the parents, oblige the commune to organize one or more special classes for the children of such parents.

If, notwithstanding the request of twenty fathers of families having children of school age, the commune offers an obstacle to including the religious instruction they desire in the school program and to having such instruction given by ministers of their sect or by persons acceptable to the latter, the government may, at the request of the parents, adopt and support one or more private schools as required, provided they fulfil the conditions necessary for adoption in the commune.

ART. 5. Teachers shall show an equal solicitude for the education and instruction of the children under their charge. They are to neglect no opportunity to inspire in their pupils the sentiments of duty, love of country, respect for national institutions, and attachment to constitutional liberty. They shall abstain from any attack upon the religious beliefs of the families whose children are intrusted to them.

ART. 6. The communes are to bear the expenses of primary instruction in the communal schools. The provinces are to aid the communes to an extent not less than two centimes additional to the amount of the direct tax. No commune shall obtain subsidies from the state or province for primary instruction unless the commune contributes at least four centimes additional to the direct tax and carries out the present law in all points.

ART. 7. The communal council shall have the power of appointing, suspending, and removing teachers; but removal of teachers can only be effected on approval by the permanent committee; both the council and the teachers have the right to appeal to the King.

The same rules apply to suspension with stoppage of pay, when such suspension exceeds one month. Suspension once decreed by the communal council cannot be renewed by it on the same facts, nor exceed six months in duration. The council shall fix the salaries of teachers, which shall not be less than 1,000 francs for assistant

teachers and 1,200 for teachers, including perquisites. Teachers shall be entitled to lodging or an equivalent, to be fixed by mutual agreement. In case of disagreement appeal may be had to the committee, and then to the King.

The communal council may place a teacher on the unattached list, and so keep him from active employment, in which case he will receive waiting pay, under conditions which will be determined by royal decree. This pay will be furnished by the state, the province, and the commune, in the proportions fixed by article 5 of the law of May 16, 1876.

ART. 8. Those persons are to be taken as communal teachers who are Belgians by birth or naturalization and who have obtained diplomas as primary teachers on graduating from a public normal school or one subject to inspection or who possess second grade diplomas of secondary instruction. Such teachers may also be selected from among those who have successfully passed an examination for teachers before a board organized by the government.

ART. 9. No primary school may be adopted or receive support from a commune, a province, or the state without subjecting itself to inspection, giving poor children gratuitous instruction, and adopting the program required by article 4. Teachers should have passed an examination, as mentioned in article 8, but the minister is at liberty to dispense with this condition during the two years following the promulgation of this law.

Those who have had charge of communal schools prior to the present law are exempt from examination.

The number of hours in a week to a class shall not be less than twenty, and, deducting the time employed in needlework, not less than sixteen hours.

Violations of legal requirements shall be brought to the knowledge of the government by the inspectors, and the same rule shall hold with regard to any other abuses in the schools. If the school authorities shall refuse to submit to the law or reform abuses, the support granted by the commune, province, and state shall be withdrawn by royal decree and the fact, with the reason therefor, published in the *Moniteur*.

ART. 10. The inspection of communal and adopted schools shall be exercised by the state. Inspection shall not extend to religious and moral instruction and shall be regulated by the government. Each province is to have one or several principal inspectors, and there are also to be cantonal inspectors. Each cantonal inspector is to visit all the schools of the canton at least once a year. At least once in three months teachers of the district or canton are to hold a conference, presided over by the local inspector, at which the state of primary instruction in the district is to be reported upon. The principal inspector is to preside over an annual conference of primary teachers, to visit at least every two years all the schools under his charge, and to send in an annual report to the minister. All primary schools are to have a part in these conferences.

ART. 11. The state, the provinces, and the communes may establish normal schools.

ART. 12. The organization of normal schools belonging to the state will be regulated by the government.

ART. 13. The provincial and communal normal schools, as well as private normal schools, may receive state aid, provided they are willing to be subject to inspection.

ART. 14. The communal inspectors and teachers and the directors, professors, and teachers of state normal schools must take the oath prescribed by article 2 of the decree of July 20, 1831.

ART. 15. A report on the condition of primary instruction shall be presented to the legislature by the government every three years.

ART. 16. The law of July, 1879, is hereby repealed, as are also articles 2, 3, and 4 and the last paragraph of the first article of the law of December 28, 1883. Articles 121 and 147 of the communal law are restored as worded in the law of May 7, 1877. Article 1 of the law of June 15, 1881, is modified so as to provide that the number of atheneums and colleges shall not exceed 20; the number of secondary schools for boys, 100, and for girls, 50.

ART. 17. Persons who shall have obtained the diploma of primary teacher from a private normal school between January 1, 1880, and the date of repeal of the law of July 1, 1879, may receive the appointment of communal teacher on condition of obtaining a confirmation of such diploma from a board organized in accordance with article 8. It shall be the duty of the board to see that the private normal school giving the diploma is organized so as to train teachers to be capable of keeping communal primary schools established in conformity with the present law. The board may make the confirmation, subject to a complementary examination on certain matters to be designated by it. In such case the teacher who has a diploma shall have one year to prepare for the examination. He may meanwhile exercise the functions of a communal teacher provisionally.

DENMARK, constitutional monarchy: Area, 14,553 square miles; population (estimated January 1, 1882), 2,018,432. Capital, Copenhagen; population (with suburbs), 273,323. Minister of public instruction, J. F. Scavenius.

The latest general information in regard to education in Denmark may be found in the Report of the Commissioner of Education for 1882-'83. From the report of the Polytechnic School at Copenhagen the following items are gathered for 1884: The course of instruction covered mathematics, descriptive geometry, physics, chemistry, mineralogy, geognosy and descriptive geography, botany, zoölogy, drawing, technical chemistry, construction of machines and technical mechanics, technology, engineering, land surveying and levelling, and architecture. Each course takes four and one-half years. In 1883 and the early part of 1884 there were a few medical and pharmaceutical students from the university pursuing a course of instruction in the laboratory connected with this institution. On August 1, 1884, the faculty consisted of a director, an inspector, and 24 professors and assistants. In the autumn of 1883 there were 180 students reported; in the spring of 1884 there were 151.

FINLAND, a dependency of Russia: Area, 144,222 square miles; population, 2,081,612. Capital, Helsingfors; population, 43,142.

The Statistik Årsbok för Finland, 1884, reports 168 rural communities in 1882-'83 without higher primary schools. There were, however, 302 rural districts with such a grade of school. Thirteen of these had four or more, 40 had three, 105 had two, and 144 had one each. Four normals graduated 91 teachers for primary grades in 1883. The teaching force in these seminaries numbered 47; pupils, 540. There were seven lower elementary schools, with 21 teachers and 249 pupils. Four preparatory schools, with 12 teachers and 180 pupils, led up to 24 lycées, in which were 3,834 pupils, under charge of 318 teachers and professors. In 18 real schools were 817 pupils and 133 instructors. The Polytechnic Institute at Helsingfors reported 105 students pursuing studies in architecture, engineering, constructing machines, surveying, and chemistry. There were 26 teachers. In the university at Helsingfors were 785 students in actual attendance (1 of these a woman), while there were 1,422 students on the rolls. The theological, legal, medical, and philosophical faculties had 67 professors in all and there were 10 vacant chairs. The income was (for 1883) 956,200 marks, the expenditures were 877,300. In addition to these various institutions of learning there were 2 technical professional schools, with 12 teachers and 79 pupils. These are state schools and are situated at Åbo and Nikolaistad. The establishments for the instruction of young women numbered 41, with 439 teachers and 3,354 pupils. Of these schools 2 were German, 9 Finnish, and 30 Swedish.

From another source comes the information that the subject of coeducation is one which is interesting the Finnish authorities, and in September, 1883, a "samskola för gossar och flickor" (mixed school) was established in Finland, which, at date of the communication received, was considered very successful.

FRANCE, republic: Area, 204,177 square miles; population (December 18, 1881), 37,672,048. Capital, Paris; population, 2,269,023. Minister of public instruction, A. Fallières (succeeded M. Jules Ferry on November 20, 1883).

Primary instruction.—In France the subject of popular education has taken a strong hold both on the government and the people. A new law was passed in the early part of 1882 by which education for all classes was made obligatory and non-religious. In June, 1884, a commission of eighteen of the leading educators of France completed and published the third volume of their report on the statistics of primary education. The first volume, published in 1878, covered the year 1876-'77; the second volume, published in 1880, included the years 1829 to 1877, thus covering the whole history of elementary schools as they exist to-day. The third volume (*Statistique de l'instruction primaire pour l'année scolaire 1881-1882*) embraces statistics for 1881-'82. According to this, there were 71,547 primary school of all kinds (maternal schools excepted)

in 1877 to 75,635 in 1882; teachers, 110,709 in 1877 to 124,965 in 1882. The pupils registered increased from 4,716,935 to 5,341,211, without counting 644,384 in maternal schools. In 1882-'83 90,940 additional pupils were counted on the lists. The statistical commission finds a decided decrease from 1877 to 1882 in children who have no school privileges. In the five years, an increase of nearly 4,000 schools is reported, 2,247 of these for girls; in 1882-'83 an increase of 1,513 schools is seen. During the period under consideration many denominational schools have been transformed into lay institutions. The 13,205 public "congréganiste" schools¹ of 1877 were reduced to 11,265 in 1882, while the private denominational schools increased by 1,475 in the same period. Higher primaries, established by the communes towards the latter part of the five years, numbered 570 at the close of 1883, with 30,000 pupils. The number of certificates of primary studies increased from 91,153 in 1882 to 107,060 in 1883. Still the use of this certificate is not general enough to give any evidence of the progress accomplished. As the future of the primary school depends upon the capacity of the teacher, a law of August 9, 1879, was enacted authorizing each department of France to maintain two normal schools, one for men the other for women teachers. From 1877 to 1882 4 normals for men and 23 for women were established; in 1882-'83 there were 18 more created, and in 1884 the 12 normals which were lacking were being established. Another need of these schools was proper instructors, so as to form good teachers for the primary grades. The government, therefore, created an institution at Fontenay-aux-Roses to prepare women and another school at St. Cloud to prepare men to fill positions as teachers in the normal grades. A law of June 16, 1881, which required teachers to have a certificate of capacity (*brevet de capacité*) is securing good results. In 1877 there were 41,712 teachers uncertificated; in 1882, 26,677; in 1883 there were only 21,781 without such *brevet*. The delay allowed by law expires in October, 1884; and, from that date on, no teachers without certificates will be employed, unless in certain cases where age and term of service are taken into consideration. The law of June 16, 1881, in making the schools free to all, did away with school fees on the part of parents, while the fifth part of the ordinary revenue required of the communes for school purposes is almost entirely dispensed with. On account of these changes the state subsidies, which, in 1877, were 12,500,000 francs² on a total of 74,500,000 for ordinary expenses of public primary schools, were, in 1882, increased to 68,500,000 on a total of 102,000,000. If to this amount there be added expenditures for normal schools, for primary inspection, and other expenses for primary instruction, the budget for 1882 reaches 132,314,000 francs against 94,397,000 francs in 1877. The state figures in the former sum to the amount of 87,500,000 francs; the departments, to 17,500,000; the communes—without reckoning any extra expenditures—to 27,000,000. And yet these figures are not complete as far as funds required for school purposes are considered, because large sums have been given for erection of school buildings. Between 1877 and 1882 amounts aggregating 220,000,000 francs were set aside for school uses; from 1878 to 1886, 368,000,000 francs. State subsidies to the amount of 166,440,000 francs have been divided among the communes and loans have been authorized of 168,000,000 francs.

The period embraced in this report has been one of transition, so to speak. Various educational laws have been enacted, such as the law of June 1, 1878, relative to construction of school buildings; that of August 9, 1879, on the establishment of primary normals; the decree of January 15, 1881, concerning higher primary instruction; the laws of July 3, 1880, and August 2, 1881, relative to school budgets; decree of January 4, 1881, on the certificate of capacity; that of October 10, 1881, relating to village schools; the two laws of June 16, 1881, which established gratuitous instruction in public primary grades and regulated certificates of capacity for primary instruction; and the decree of August 2, 1881, on the organization of maternal schools. The law of March 28, 1882, on obligatory school attendance, which brought forth many changes

¹ Schools under teachers connected with some religious body.

² The value of a franc is 19.3 cents.

in the organization of primary instruction, has only been in force from the beginning of 1882-'83.

Statements received later than the above report indicate that, although all the expectations raised by the new laws have not yet been realized, still in many respects there is a marked improvement in the educational status of France since instruction has been made obligatory and non-religious for all classes. This is manifest by the increase in public schools and by the prosperity of private schools. It is stated, however, that the improvement in the personnel of the public schools leaves considerable to be desired, and one reason given is the lowering of the standard of requirements. Later information may show a change in this respect.

Secondary education.—From the proceedings of the International Conference on Education, held in London in 1884, the following interesting report of this grade of education is taken :

There are in France two kinds of public institutions of secondary education: the lycées and the communal colleges. The law allows any private person with the degree of *bachelier* to open, on certain conditions, a private establishment of secondary education, which may not be called either a lycée or a college.

The buildings of lycées and colleges belong to the towns, and both the lycées and colleges are under the direction of the state, which appoints and exercises direct supervision over the directors and professors. The expenses of the lycées are entirely borne by the state; those of the communal colleges are borne by the towns. The state generally bears a part of the expense in the shape of a subsidy. Another difference between the lycées and the colleges is that a titular professor in a lycée must be an *agrégé*, while it is sufficient to hold a licentiate degree to be appointed titular professor in a college.

Each department has on an average one lycée and four or five colleges. There are in Paris seven lycées and one college.

Secondary education, as given in the lycées and colleges, is *classical* or *special*.

Classical education for boys of eleven to eighteen, on an average, comprises French language and literature, German or English, Latin, Greek, history, geography, philosophy, and the elements of mathematical, physical, and natural sciences. For pupils wishing to acquire a highly scientific culture and preparing for admission to the polytechnic school or the scientific section of the *École Normale Supérieure* (higher training school), or the faculties of science, the *Collège de France*, and the Museum, there is in every lycée a class of "elementary mathematics," and in the most important lycées a class of "special mathematics" for instruction in analytical geometry, the higher branches of algebra, and the first elements of physical mathematics.

The special branch of education is more practical. Latin and Greek are excluded; but it has been thought useful to give to students of this branch of education some notions of Greek and Roman history. The teaching comprises French language and literature, living languages—German and English—history, geography (and particularly commercial geography), physical and natural science (including practical lessons in chemistry, elementary mathematics, and especially mechanical philosophy and its most usual application), and commercial accounts and book-keeping. * * *

The teaching is carried on in the same lycées and colleges as the classical teaching, and by special professors. It has been proposed to organize for it special establishments and this idea is daily gaining ground.

In order to be registered as a student in the faculty of law, it is necessary to hold a degree of *bachelier-ès-lettres*. This degree is obtained after a course of classical studies; and the same is required for registration in a faculty of philosophy (*lettres*); but, for registration in a faculty of medicine, a student must be both a *bachelier-ès-lettres* and a *bachelier-ès-sciences*.

To be admitted as a student in a faculty of science, the required degree is that of *bachelier-ès-sciences* or *bachelier de l'enseignement spécial*.

The latter degree is of recent origin and is far from conferring the privileges which public opinion would like to see it endowed with. Thus it does not entitle its holder to compete for admission to the government schools, such as the School of St. Cyr, the Polytechnic School, and the *École Normale Supérieure* (higher training school).

The budgets of lycées and colleges are prepared every year by the head of the establishment and successively submitted to the control of a "bureau d'administration" attached to each "lycée" or college and of the academical council established in every academical chief town. They are then approved by the minister of public instruction.

The expenditure comprises, excluding the expenses for board and lodging of boarders, the emoluments of the administrative staff; the emoluments of the professors and tutors (*maîtres-répétiteurs*), fixed throughout France according to established rules; the expenses for appliances (*matériel*) and teaching generally.

The receipts include roughly (1) the fees paid by the students (these fees are very low; in many colleges they do not exceed 60 francs per annum); (2) the amounts paid for "purses" (scholarships) by the towns, the departments, and the state; (3) the subsidies granted by the state to the lycées and by the towns to the colleges. These subsidies, in the cases of certain lycées, amount to 100,000 francs per annum. The subsidies granted by the state to the communal colleges are much less important; in most cases they consist in the payment by the state of the emoluments of one or more professors. Every year the French Chambers vote the necessary funds for the maintenance of the lycées and the subsidies to the colleges.

No lycée or college may be established except by a decree of the President of the Republic, promulgated on the proposition of the minister of public instruction.

Manual labor is, since 1882, one of the compulsory subjects of primary education. It is far from being organized in all the schools, but is organized in most of the large towns, and is also taught in the training schools for teachers. A certain number of large towns, anticipating the law, established some years ago apprenticeship and professional schools. In the academical district of Caen there are the apprenticeship schools of Rouen and Havre, where pupils remain until they are sixteen or even seventeen years old, and when they leave they have sufficient ability to command wages amounting to 4 or 5 francs daily.

The ministry of commerce has under its direction certain schools of arts and manufactures of great repute, where a number of able foremen are trained, such as the School of Mines of St. Étienne.

At the head of all are the Polytechnic School, the ablest students of which compose the body of state engineers; the School of Mines; the School of Bridges and Ways (Ponts et Chaussées); the Central School of Arts and Manufactures, established by private initiative but which is now subsidized by the state; and the Conservatoire des Arts et Métiers.

Certain towns, such as Bordeaux, Lyons, Paris, Rouen, and Havre, have founded, with the assistance of private persons, of the departments, and of the chambers of commerce, high schools of commerce and industry.

There is in each département a professor of agriculture, who gives lectures in the various cantons and is a professor in the training school for teachers.

Recently in certain faculties of science a number of "stations agronomiques" have been established, with laboratories for the analysis of soils and manure. There are also model farms and an Institut Agronomique in France.

Superior instruction.—At the International Conference on Education, London, 1884, the subject of superior instruction in France was presented in a paper by M. Albert Dumont (read by M. Buisson). The following is a brief résumé of the subject:

The establishments for higher education are the faculties which formed part of the old universities, viz, theology, law, medicine, science, philosophy, the high schools of pharmacy, and the écoles de plein exercice (or schools of complete studies), and preparatory schools, which teach medicine and pharmacy. Those devoted to the study of special sciences, or to science generally, and to higher intellectual culture, are the musée, the Collège de France, the École Pratique des Hautes Études, the observatories, &c. Then there are special schools, such as the École Normale Supérieure (higher training school), the schools of Athens, Rome, and Cairo, the École des Chartes, and the School of Eastern Languages, which prepare students for literary or scientific professions. The faculties of theology are seven in number, five Catholic and two Protestant. Catholic theology: Paris, Bordeaux, Aix, Rouen, and Lyons. Protestant: Paris and Montauban. The French faculties have no regular students, but only hearers. During the early part of 1883-'84 the faculties of Catholic theology granted 39 "inscriptions" (registration of students); the Protestant theological faculties, 85 in the same period. There is a faculty of law in every academical chief town except Clermont and Besançon. The faculties in each academy are as follows: Paris, five (school of medicine at Reims); Aix and Marseilles, theology, law, science, philosophy, school "de plein exercice" (complete studies), of medicine and pharmacy; Besançon, science, philosophy, school of medicine; Bordeaux, five faculties; Caen, law, science, philosophy, schools of medicine at Caen and Rouen, and of theology at Rouen; Clermont, science, philosophy, school of medicine; Dijon, law, science, philosophy, school of medicine; Douai and Lille, law and philosophy at Douai, science and medicine at Lille, schools of medicine at Amiens and Arras; Grenoble, law, science, philosophy, school of medicine; Lyons, five faculties; Montpellier, five faculties, with the

exception of theology; Nancy, the same; Poitiers, law, science, philosophy, school of medicine, schools of medicine at Tours and Limoges; Rennes, law, science, philosophy, school of medicine, school "de plein exercice" (complete studies) of medicine and pharmacy at Nantes, of medicine at Angers; Toulouse, law, science, philosophy, school of medicine, theology at Montauban; Algiers, high schools of law, medicine, science, and philosophy. The number of professors and "agrégés" (substitutes to the professors) varies between the maximum, 34 at Paris, and the minimum, 18. The total number of law students during first half year of 1884 was 5,849. The expense incurred by the state for the faculties of law is about 1,700,000 francs. According to late accounts the examination fees alone amounted to 1,374,000 francs; so the state expenses only amounted to 400,000 francs.

A law of March 18, 1880, decreed the gratuity of "inscription" (registration). Before that date the faculties of law brought into the treasury 1,595,000 francs.

During the first two-thirds of this century France had only three faculties of medicine: at Paris, Strasburg, and Montpellier. After 1870 the faculty of Strasburg was transferred to Nancy, and other faculties were then established at Lyons (1877), Bordeaux (1878), and Lille (1876). Medicine is also taught in two schools "de plein exercice," where complete studies can be gone through, but where some of the examinations only take place, and in sixteen preparatory schools, where students can study for three years out of the four required for obtaining the degree of doctor. Three high schools of pharmacy have been established at Paris, Montpellier, and Nancy; and pharmacy can be learned in all "mixte" (dual) faculties and in all schools of medicine. There were 5,386 medical students registered in 1883-'84 in the schools of Paris, Bordeaux, Lille, Lyons, Montpellier, and Nancy, and 930 pharmaceutical students in the same cities. Including the students of one or the other branch in schools "de plein exercice" and preparatory schools, the total of medical students was 6,008, pharmaceutical 1,352, thus giving 19 students for every 100,000 inhabitants. The ordinary annual cost of teaching medicine and pharmacy is 4,300,000 francs; the amount (last published) received for examination fees exceeded 1,000,000 francs. Instruction in medicine and pharmacy, therefore, costs about eight times as much as the teaching of law.

The fifteen faculties of science and philosophy report as follows for 1883-'84: 1,090 students of science, 1,584 of philosophy (lettres). The total number of regular students in science and philosophy is 2,674; and if we add to the science students 480 students in the Polytechnic, 644 in the École Centrale, and to students of both branches 132 students in the École Normale, it will be found that about 3,900 students pursue scientific and philosophical branches. The professors, lecturers, agrégés, &c., in all the faculties mentioned above are 1,540 in number.

The expenditures for science were 2,116,945 francs; for philosophy, 1,397,475. The ordinary expenses for all faculties (theology included) in 1884 were 9,199,665 francs. This does not include buildings, scholarships, and libraries, which amount to more than 2,000,000 francs, viz, 500,000 francs for buildings, 720,000 francs for scholarships, 468,000 francs for libraries, &c. In the faculties of medicine the studies have been organized since 1878 so as to give greater scope to practical lessons in chemistry, natural philosophy, natural history, physiology, and histology, without interfering with the teaching of anatomy, surgery, and especially clinical medicine. In the schools of law the history of law and international law have received a large share of attention. The optional subjects for obtaining a doctor's degree have been so modified as to give greater freedom to personal tastes and promote personal efforts. It has been attempted to link more closely together medicine and science and law and philosophy. The aim of the museum is essentially scientific, and the students admitted to lectures are trained to make original researches. The lectures embrace organic and inorganic chemistry, organography and physiology, comparative anatomy, mammalia and birds, reptiles and fishes, articulate animals, annelids, mollusks, zoöphytes, natural philosophy applied to natural history, geology, mineralogy, vegetable physiology applied

to agriculture, classification of natural families, cultivation, general physiology, paleontology, anthropology, comparative pathology, and drawing applied to natural history.

The Collège de France owes its origin to a wish on the part of Francis I. to give facilities for the teaching of educational subjects which the faculty of arts did not recognize. The first professorships were those of Greek and Hebrew; then came mathematics, philosophy, and Latin rhetoric. There are now forty different professorships. The special lectures on philology are attended by a small number of hearers who are real students; likewise, the scientific lectures. The laboratories are small, but a plan for enlarging them has been submitted to the Chambers, and is likely to be voted.

The Practical School of High Studies was founded in 1868 and has exercised great influence over higher education in France. Its object is to place at the disposal of scientists the material means they require to enable them to carry on personal researches and to train under their immediate supervision a few students desirous of devoting themselves to the higher branches of science. The scientific section has been amalgamated with the institutions among which it was distributed in 1868. The section of philology and history forms an independent institution, and comprises the teaching of twenty-eight or thirty subjects. The volumes published by the École des Hautes Études are looked upon as standard works in the scientific world. A school of astronomy was founded in Paris two years ago for the training of the staff required at the different observatories in France.

The École Normale Supérieure was founded because it was thought that special training was required to qualify professors for the "lycées" and to prepare candidates for the professorships in the faculties. The course of studies extends over three years. The number of students (science and philosophy) leaving the school yearly, after passing successfully the final examination (promotion), varies from twenty to twenty-four. The candidates admitted to the section of philosophy come, for the greater part, from the Paris "lycées," but the provinces contribute most of the students in the section of sciences.

The schools of Athens, Rome, and Cairo, founded in 1846, 1873, and 1880, respectively, have for object the study of the history of Greece and Italy during all periods, but especially in ancient times, and the study of Egyptian antiquities and of eastern languages. There are funds for journeys and explorations. Eighteen or twenty students are engaged in these subjects. The school of living eastern languages has 21 registered students in learned Arabic, 9 in the vulgar, 9 Persian, 10 for Turkish, 2 in Malay and Japanese languages, 2 in Armenian, 2 modern Greek, 7 in Chinese, 1 in Japanese, 2 in Annamese, 7 Russian, 5 Servian, 1 Hindustani and Tamul, 4 in geography, history, and legislation of the Mahometan states, 4 in the same branches for the states of the far East, and 2 in the Roumanian tongue.

The École des Chartes was founded in 1806; instruction commenced in 1822. This institution is destined to train palæographers. The course of study extends over three years. The number of students in each "promotion" is twenty.

These institutions are under the authority of the ministry of public instruction. The budget of the institutions enumerated, including the museum, was 3,634,748 francs, the museum and astronomical and meteorological establishments taking over 900,000 francs each. In Paris the École des Beaux Arts gives literary and historical education. The various branches of antiquity may be studied at the École du Louvre. The School of Anthropology and the Free School of Political Science (1872) have numerous students. There are also the Polytechnic School, the Central School of Arts and Manufactures, the Conservatoire des Arts et Métiers, the veterinary schools, the agricultural schools at Grignon and in the provinces, the Agricultural Institute, the École d'Application de Médecine et de Pharmacie Militaire, the School of Mines, the École des Ponts et Chaussées, the High School of Commerce, &c.

Educational convention.—The Bureau of Education is indebted to Prof. Charles A. Joy, PH. D., delegate from the United States, for the following report of the proceedings of the National Educational Association of France (*Ligue française de l'enseignement*), which held its fourth annual congress at Tours, April 15-18, 1884:

The convention was opened by an address of welcome from M. Charpentier, mayor. The president, Senator Macé, "father of the league," then delivered the opening address, in which he spoke of being thirty-two years a teacher and said that he had watched the association from its cradle; he was, in fact, at one time the president, secretary, treasurer, office boy, and sole member. Senator Macé read a translation of the letter of appointment of Professor Joy as delegate, from Hon. John Eaton, Commissioner of Education, and welcomed the delegate in the name of the convention and of the educators of France. The first general meeting closed by the appointment of temporary chairmen for the six sections, viz: On resolutions, on finance, civil and military education, technical education and education of women, food and clothing, and instruction in agriculture. Much stress was laid upon the benefits to be derived from teaching military evolution to the children of elementary schools, and it was also recommended that military drill be made obligatory in the higher schools for pupils over eighteen years of age. The section on technical education presented an able report, showing what was being done in other countries and urging the importance of beginning some kind of handicraft in the public schools at an early stage. In the section on food and clothing the discussions covered the various methods in practice by which a plate of soup and, in case of need, some clothing could be furnished to school children. Some instruction in agriculture was considered important in public schools, and it was recommended to offer prizes for schools where there is a garden or vineyard attached. The committee on resolutions reported on various propositions. Those agreed to by the convention were substantially as follows:

That regular medical inspection should be made in every school to avoid epidemic or contagious diseases and injury to eyesight; that food should be furnished to pupils coming from a distance; that school savings banks should be encouraged; that the teachers should organize local educational societies, to be assisted whenever necessary by the parent society; that the idea of individual initiative be encouraged in the propagation of the work of education; that, in a republic, the future citizen should be taught a knowledge of his rights, a sense of his duty, and a sentiment of his responsibility; that in our public schools we know no Catholics, Protestants, Jews, believers, or atheists, but only how to raise up good citizens for the country; that after having taught the child to love his country he must know how to defend it, and hence must have a military training; that the education of woman be promoted; that technical education and the knowledge of some handicraft be everywhere encouraged; that a knowledge of agriculture and of the laws of nature be taught in the schools.

In a report of the proceedings of the associations M. Émile Jamais gave a slight history of the organization of the league. It was formed in April, 1881, and met in Paris. Previous to that time numerous societies were scattered over the whole country; now 832 local societies are brought into one body, which is devoted to the work of gratuitous, obligatory, lay education by means of public lectures, the creation of educational societies, and the establishment of free circulating libraries. The association has given a library to every regiment in the army, besides founding many circulating libraries; in all more than 5,000,000 books have been purchased. A number of manuals of good morals and gentle manners have been prepared, in which all dogmatic religion is omitted. The fourth educational congress marked a step forward in the great revolution sweeping over France.

GERMANY, constitutional empire: Area, 208,692 square miles; population (December 1, 1880), 45,234,061, divided among the following 26 states, which constitute the German Empire: Prussia, kingdom, 27,279,111; Bavaria, kingdom, 5,284,778; Saxony, kingdom, 2,972,805; Württemberg, kingdom, 1,971,118; Baden, grand duchy, 1,570,254; Hesse, grand duchy, 936,340; Mecklenburg-Schwerin, grand duchy, 577,055; Saxe-Weimar, grand duchy, 309,577; Mecklenburg-Strelitz, grand duchy, 100,269; Oldenburg, grand duchy, 337,478; Brunswick, duchy, 349,367; Saxe-Meiningen, duchy, 207,075; Saxe-Coburg, duchy, 194,716; Saxe-Altenburg, duchy, 155,036; Anhalt, duchy, 232,592; Schwarzburg-Sondershausen, principality, 71,107; Schwarzburg-Rudolstadt, principality, 80,296; Waldeck, principality, 56,522; Reuss-Greiz, principality, 50,782; Reuss-Schleiz, principality, 101,330; Schaumburg-Lippe, principality, 35,874; Lippe, principality, 120,246; Lübeck, free city, 63,571; Bremen, free city, 156,723; Hamburg, free city, 453,869; Alsace-Lorraine, imperial territory (Reichsland), annexed from France in 1871, 1,566,670. Capital of the empire, Berlin; population, 1,122,360.

Educational information from the different German states is very meagre for 1883-'84, but it is presented as far as reported.

The authorities of the *Grand Duchy of Baden* held an interesting conference in 1883 at Carlsruhe, where many questions of importance came under discussion. Among them were the weight to be given to classical languages, the failing eyesight of the nation, the overburdening of pupils, and the appointment of a school board in connection with each intermediate school under state control. This last question was first discussed in the Baden parliament and voted desirable, as tending to give the community an interest in school management as well as to give authoritative utterance to the various complaints of parents as to overwork, neglect of hygiene, &c. The general tone of the meeting was, however, strongly adverse to its very existence, as interfering with the dignity and freedom of the scholastic profession. The schoolmasters demanded the concession that the personal relations of the masters should be beyond control of the board, that all questions of school discipline should be settled by the board of masters, and that the head master should be as a rule chairman of the board. The proposed composition of the board is two members elected by the education department and the local authorities, respectively, the head master and one other master, and the local physician. It was suggested that the number should not exceed seven.

The higher schools of Baden report as follows: Fourteen complete Gymnasien had 5,258 pupils in 1884 to 5,062 in 1883, an increase of 4.5 per cent. over 1883 and of 7 per cent. over 1882. Two Progymnasien (at Tauberbischofsheim and Sörrach) became complete Gymnasien in 1883-'84. The twelve Gymnasien—at Carlsruhe, Pforzheim, Bruchsal, Mannheim, Wertheim, Rastadt, Baden, Offenburg, Lahr, Freiburg, Heidelberg, and Constance—had 191 graduates ready for the universities in 1883 to 163 in 1882. Only about one-fourth or one-fifth of the students in Gymnasien prepare for university courses. The teachers numbered 314 in 1884 to 308 in 1883. Various changes were made in the Realgymnasien, according to decree of January 29, 1884. There are now 9-class Realgymnasien and 7-class Realgymnasien, 7-class Realschulen, and higher burgher schools. The 7-class Realschulen have no Latin. The higher burgher schools are Realmittelschulen with less than seven years in the course, and they either join in with the course of study in the Realgymnasien or the Realschulen, according to the district where they are situated. They are to be fully organized in the year 1885. The 6-class higher burgher schools (without Latin) in Carlsruhe, Pforzheim, Heidelberg, Freiburg, and Constance will be, in 1885, 7-class Realschulen. Similar changes are noticed in other schools of the duchy. The Realgymnasien of Carlsruhe and Mannheim had 853 pupils in 1884 and 51 teachers, while 27 Realgymnasien, which from sexta to tertia had courses of study like the higher burgher schools, reported 2,196 pupils and 250 teachers. The higher burgher schools where no Latin is taught had 1,693 pupils. A total of 10,010 pupils was reported in 1884 in the schools and Gymnasien mentioned above; in 1883 there were 9,450. During the past five years the attendance was as follows: 8,597 (1880), 8,979 (1881), 8,947 (1882), 9,450 (1883), and 10,010 (1884). At the close of the years in the order named the figures were 7,682, 7,964, 8,051, 8,403, 9,175. The decrease expressed in per cent. was 11, 12, 10, 11, 8.4.

Bararia's school system was quite fully noticed in the Report of the Commissioner of Education for 1882-'83. Statistics of universities in the winter semester of 1884-'85 are herewith given: In the university at Munich there were 2,685 students to 2,516 in the preceding semester; at Würzburg, 1,283 students to 856 remaining at the close of the summer of 1884; at Erlangen the commencement of the summer term numbered 720 students and during the term the number stood at 402, to which 355 were added in the winter term, making a total of 757, divided among the departments of theology, medicine, law, philosophy, dentistry, pharmacy, &c.

Prussia.—The educational establishments of Prussia, both public and private, are under control of the minister of public instruction and ecclesiastical affairs, with local supervision for each province. The administration of school funds, provided by the state, is under control of the civil government, as is the whole management of the lower and elementary schools. The provincial *Schule collegium*, under supervision of the Ober-Präsident, is responsible for the higher schools, for the general system of instruction and discipline, the proper selection of school books, examination and appointment of masters, and the examination of those who leave school for the universities. The constitution of 1850 gave all persons liberty to teach or to establish schools, providing they had the requisite qualifications. Education is compulsory as far as the elementary schools are concerned, but no compulsion exists in reference to higher institutions. Every town or community must maintain a school supported by the taxes and administered by the local authorities, and all parents are compelled to send their children to one of these elementary schools, whether they can pay the school fees or not. The higher schools—commercial schools or colleges—are also open to the poorer classes, the fee being only about \$4.32 a quarter, while reductions are often made in cases of poor families. The school age is from 6 to 14 years, and in 1882 there were 4,339,729 children in the 33,040 elementary schools; teachers, 59,917. This averages about 159 pupils per 1,000 inhabitants. There were 196 normal schools, with 13,705 students; 549 high schools of all kinds, with 7,333 teachers and 133,753 pupils; 3 technical high schools, with 162 professors and 1,693 students; also, many industrial, trade, and special schools. The 10 universities of Prussia reported the following students in the winter semester of 1883-'84: Berlin, 4,635; Bonn, 1,037; Breslau, 1,479; Göttingen, 1,064; Greifswald, 725; Halle, 1,544; Kiel, 375; Königsberg, 909; Marburg, 720; Münster, 280; total, 12,768. The students in Protestant theology (Münster omitted) numbered 530; in Catholic theology (Bonn, Breslau, and Münster), 335; in law, 2,339; in medicine, 2,878; in philosophy, 5,114.

At the Royal Veterinary School in Berlin there were 191 students registered in the summer term of 1883 and 255 in the winter term of 1883-'84; 34 hearers were in attendance both terms. At the Easter term of 1883, 72 students came up for examination in natural sciences and 42 passed; in the department of veterinary surgery, 48 came up and 34 passed. So many students desire to enter this school that a new institution has been established, where all can be accommodated.

Saxony.—A new school law took effect in April, 1873, and since that date the clericals have had less to do with education. The progress made is reported in the statistical tables published by the ministry of education in the early part of 1884. In the consideration of these schools the following comparison has been made: In 1875 there were 1,954 lower (*einfache*), 117 middle (*mittlere*), and 11 higher common schools; in 1884 the corresponding numbers stood 1,900, 165, and 17. In 1874 there were 4,820 teachers' positions, 621 being for assistants; in 1884 the number increased to 6,717, 1,222 for assistants, or an increase of 39 per cent. The school children numbered 439,616 in 1874, or 95 to a teacher; in 1884, 531,582, or 79 to a teacher. The maximum number of 120 pupils to a teacher was overstepped in 746 schools in 1874 and in 420 schools in 1884. Teachers were better paid in 1884, the average for regular teachers being 1,668 Mark,¹ assistants, 881 marks, to 1,492 Mark and 813 Mark in 1874.

¹ Mark = 23.8 cents.

The highest amounts paid teachers were in Dresden and Leipzig, 2,250 marks; in Chemnitz, 2,165 Mark; and in Plauen, 1,810 Mark. Other signs of progress were observable: the average number of days that each child failed to attend in the regular term was 3.13 in the year 1874-'75, while in 1883-'84 it was only .70 day. This shows better discipline and naturally a better system of instruction. Many changes have been made in the school buildings, apparatus, &c., in the decade. In 1874, of 2,082 schools only 404 had proper apparatus for teaching; in 1884, out of 2,142 schools there were 1,752 well fitted with appliances for teaching. Of 2,265 school buildings in 1884, some 556 were erected between 1874 and 1884 and 454 were remodelled, and there are 95 in process of erection. The advanced schools (Fortbildungsschulen) numbered 215 in 1874, with 1,881 pupils, while in 1884 there were 7,404 such schools, with 66,576 students attending. All these statements indicate considerable advancement in educational affairs during the ten years mentioned.

Deaf-mute instruction in the Prussian dominions shows certain elements of progress in the last few years. In 1881 there were 51 institutes for the deaf and dumb, with 301 teachers and 3,629 students. Reports for April, 1884, gave 96 institutions, 463 teachers, and 3,991 pupils. Twenty-one of these schools were in charge of districts, societies, or maintained by private individuals; the others were imperial and provincial establishments. The districts and provinces represented by such schools were East and West Prussia, Berlin, Brandenburg, Pomerania, Posen, Silesia, Saxony, Schleswig-Holstein, Hanover, Westphalia, Hesse-Nassau, and the Rhine provinces. The first meeting of the Deaf-Mute Teachers' Association was held in Berlin in November, 1884. Delegates were there from different countries, in all about 250 teachers.

Schools of domestic economy have recently awakened considerable interest in certain parts of Germany, especially in Baden and Württemberg, and various schools have been established with the object of training young girls in all domestic duties. In Württemberg there are five such establishments; in Baden several courses of instruction in this branch are reported, and a regularly established school at Radolfzell, which would serve as a model for any like institution. At other points cookery and dairy schools are reported, but few schools where all household duties are taught. In 1880 a six-week course in taking care of milk, the dairy, &c., was given at Constance; in 1882 two similar courses were held in the Grand Duchy of Baden; in 1883 the same thing was again attempted and with such great success that in the autumn of 1883 the school at Radolfzell was started. A week after the commencement there were 30 girls present, and soon 124 were numbered, but it was found impossible to admit more than 16 persons in the first course. The instruction was partly theoretical and partly practical. Lectures were given on the processes of the digestive organs, the best foods for nourishment, the caring for and cooking of materials, heating and light, washing, removing spots and cleaning generally, care of kitchen utensils, and general observations regarding health, care of the sick, care of clothing, &c. The practical instruction by female teachers covers cookery, caring for food, woman's handiwork, washing and ironing, and general duties about the house. Male teachers instruct in baking, making of butter and cheese, and in caring for the sick, by a physician. The aim of the institution at Radolfzell is to teach country girls all the duties of the housekeeper in the most systematic manner possible. The pupils board and lodge in the establishment and pay 20 Mark during the course for their lodging, but the instruction itself is gratuitous. The course now lasts five months, from the first of November through March. At the close of the course an examination takes place at which the pupils receive certificates indicating the proficiency displayed.

GREAT BRITAIN AND IRELAND, constitutional monarchy: Area, 120,832 square miles; population (1884), 35,951,865. *a.* ENGLAND AND WALES. Population, (1884), 27,132,449. Capital, London; population, 4,766,661.

The following information regarding elementary education is compiled from the report of the committee of council on education for the year ending August 31, 1883, signed by Lord Carlingford and Mr. Mundella:

Day schools.— Number of day schools inspected, 18,540; number of certificated teachers, 37,280, with a large number of assistants and pupil teachers; accommodation for 4,670,443 scholars; enrolled, 4,273,304; average daily attendance, 3,127,214; present on the day of inspector's visit to their respective schools, 3,705,388.

In the schools inspected under the code of 1881 (8 months, September to April), 2,191,955 scholars, having made the requisite number of attendances, were qualified to bring grants to their schools, 514,742 (being under 7 years of age) without individual examination and 1,677,213 (above 7) on passing a satisfactory examination in reading, writing, and arithmetic. In the schools inspected under the code of 1883 the number of scholars whose names had been on the school registers for the last 22 weeks of the school year was, in infant schools and classes, 294,707; in schools and classes for older scholars, 712,678. No grant was directly payable on the examination of the scholars in the infant schools and classes, but 31,093 (being upwards of 7 years of age) were individually examined in Standards I and II, while the number of older scholars presented for examination was 665,279. The returns, therefore, for the whole year show that 2,276,014 were actually presented for individual examination. Of these, 1,483,269 passed the prescribed test without failure in any one of the three subjects.

These figures show improvement upon the returns for the previous year as follows: While the increase of the population during the year is estimated at 1.35 per cent., the accommodation has increased by 132,123 school places (or 2.91 per cent.), the scholars on the registers by 83,692 (2 per cent.), the average attendance by 112,063 (3.7 per cent.), and the number of children individually examined by 156,640 (or 7.39 per cent.); the local effort which has resulted in this improvement may be measured by the continued support derived from voluntary contributions (717,089*l.* from 267,821 subscribers) and by an advance in the contributions from rates to the maintenance of board schools from 808,121*l.* to 840,947*l.* The school pence have risen from 1,585,928*l.* to 1,659,743*l.*

Night schools.— Number examined, 932; average attendance of scholars above 12 years of age, 28,293.

Training colleges.— Number, 41; attendance, 3,138.

Income and expenditure.— The total income of day and night schools was 5,829,781*l.* The total cost of maintenance of day and night schools was 5,817,466*l.* The annual government grants to elementary day schools rose in the year from 2,393,394*l.* to 2,522,541*l.*, or from 15*s.* 10½*d.* to 16*s.* 1½*d.* per scholar in average attendance. The total cost of maintenance for each child in average attendance in public schools was 2*l.* 1*s.* 3½*d.*; in voluntary schools, 1*l.* 14*s.* 10½*d.*

School accommodation and attendance.— In the year 1870 the aided schools provided for 1,878,584 scholars, or 8.75 per cent. of the population. The number provided for in 1883 was 4,670,443, or 17.35 per cent. of the population.

Of this total increase of 2,791,859 school seats, no fewer than 805,257 have been required to meet the growth of the population. The rest, or nearly 2,000,000 seats may be taken as the measure of the deficiency which existed at the passing of the education act. Says the report:

The age statistics of the census of 1881 show that 23.73 per cent. of the total population are between 3 and 13 years of age. On the usual assumption that six-sevenths of that population are of the class whose children ought to attend public elementary schools, it follows that 20 per cent. of the whole population might be found on the registers of our schools.

After making due allowance for absence on account of sickness, weather, distance from school, and other reasonable excuses for irregular attendance, it is generally cal-

culated that school seats should be provided for one-sixth of the total population; and these seats ought to be daily occupied. For the estimated population of 1883 (26,921,703) the returns, therefore, ought to show a provision of 4,486,950 school places. The actual supply (4,670,443) is somewhat in excess of this; but it is not evenly distributed throughout the country; thus in several counties the seats are not equal in number to one-sixth of the population. This occurs either where the inhabitants of the public elementary school class fall below the normal six-sevenths or where there has been of late years a large increase in the urban population, whose wants have not yet been met by the efforts of the school boards in large towns.

The deficiency of accommodation appears to be greatest in London. With reference to this it is observed that—

As the upper and middle classes in London at the time of the census were probably somewhat in excess of the ordinary proportion throughout the country, the deficiency cannot fairly be taken as the exact measure of the supply still required for the district. But it certainly points to the necessity of further increasing the present provision, more especially when it is borne in mind that the number of children of school age in London increases by nearly 12,000 every year. It has been stated, indeed, that even at the present rate of increase a new school for 1,000 children ought to be opened in London each month, for ten months in the year, to meet the yearly growth of the population.

While with the present population there might be 5,384,341 (1 in 5) on the registers and 4,486,950 (1 in 6) in average daily attendance, the returns show only 4,273,304 children on the registers and 3,127,214 in attendance.

In other words, for every 100 children of school age for whom some 87 school seats have been provided, there are only 79 scholars on the registers and 58 in daily attendance.

It is evident that there might be half a million of scholars more than at present on the registers of aided schools and a rather larger increase in the average attendance, which has risen from 1,152,389 in 1870 to 3,127,214 in 1883, i. e., from 5.5 to 11.62 per cent. of the population.

Infants.—Of the day scholars on the registers 416,162 were below 5 and 920,767 between 5 and 7 years of age.

The provision which in many districts was specially needed, and has been supplied of late years, for the separate accommodation of infants, will, it is to be hoped, materially increase the number of this class of scholars. The methods of instruction for children over and under 7 years of age are very different and cannot be efficiently carried on in the same room. Every school, therefore, except the very smallest, requires a separate department for infants; and the code now in force contains special provisions for securing that proper arrangements are made for the purpose. Of the 910,238 infants in average attendance during the past year 625,090 were found in infant schools, 132,793 in the infant classes of mixed schools under schoolmistresses, and as many as 152,355 in similar classes under male teachers, who, unless assisted by competent female teachers, are obviously quite unsuited for such a charge.

Scholars over 7 years of age.—The following table shows the classification of children over 7 for each standard:

Standard.	Age at which standard should be passed.	Scholars of this age on registers of aided schools.	Scholars examined in the standard.	Number over 10 years old examined.
I.....	7	507, 280	603, 378	53, 407
II.....	8	506, 458	537, 479	148, 719
III.....	9	495, 010	474, 466	285, 651
IV.....	10	480, 931	374, 336	366, 704
V.....	11	420, 339	202, 713	202, 560
VI.....	12	333, 359	77, 850	77, 845
VII.....	13	150, 245	5, 792	5, 792

It thus appears that whereas out of 2,276,014 scholars examined as many as 1,140,768, being over 10 years of age, ought to have been presented in Standards IV-VII, only 652,901 were so presented, while 487,867 (or 42.77 per cent.) were presented in standards suited for children of 7, 8, and 9 years of age.

There has been, however, a gradual improvement in this respect, which is due partly to the more regular attendance and increased proficiency of the children between 5 and 10 years of age and partly to the greater attention paid by teachers to the progress of individual scholars.

Class subjects and specific subjects.—The grants on examination in class subjects, depending upon the general proficiency of the classes and not of individual scholars, were made for the first eight months of the past year under the code of 1881, in respect of an average attendance of 1,409,027 scholars, of whom 1,169,329 were paid for passes in two subjects, the amount claimed being 251,950*l*. Geography was taken in 9,748 departments, grammar in 12,364, history in 834, and needlework in 5,720. Children were examined in other subjects in 4 departments only, the subjects being animal physiology, chemistry, domestic economy, and natural history.

Under the code of 1883 the choice of subjects has been somewhat more restricted, English being compulsory if any subject is taken. Grants have been made in respect of an average attendance of 565,947 scholars in 5,501 departments, and refused in 210 departments with an average attendance of 13,358. The first class subject, English, was taken in 5,711 departments, and the grant at the rate of 1*s*. (for a fair report) was claimed on an average attendance of 153,362 scholars, and at the higher rate of 2*s*. (for a good report) on 381,471.

A second class subject was taken in 4,370 departments, and the grant at the rate of 1 shilling paid to an average attendance of 124,125 scholars, while 366,750 were paid at the rate of 2 shillings. New subjects under the head of elementary science were taken to a very limited extent (in 15 departments only); geography was taken in 3,988; history, in 114; and needlework, by the girls in 1,644 departments.

Grants for "specific subjects" were paid under the code of 1881 during the first eight months of the year, the number of scholars examined in the same for that period being 139,604, of whom 104,022 passed successfully, 37,651 of them in two subjects and 874 in three subjects.

By the code of 1883, under which the examinations were made for the last four months of the year, the presentation of children in specific subjects is confined to Standard V and upwards, and not more than two subjects are allowed to be taken by any scholar. The returns show that 19,658 scholars were examined and 13,624 passed without failure, 4,288 of them in two subjects.

Miscellaneous.—Military drill is systematically taught to the boys attending 1,108 day schools. Cookery is taught in 420 schools, or in 73 more than in 1882. Savings banks have been established in 1,718 and school libraries in 3,046 schools. In 27,236 departments of schools in which singing is taught, the instruction is given by ear in 21,743.

Trained teachers.—The extent to which the training colleges have contributed to the present supply of efficient teachers in England and Wales is shown by the fact that, of 15,368 masters employed in schools reported on last year, 9,353, or 60.86 per cent., had been trained for two years; 1,020, or 6.64 per cent., for one year; and 225, or 1.46 per cent., for less than one year; while 4,770, or 31.04 per cent., were untrained. In like manner, of 21,912 school mistresses, 9,379, or 42.80 per cent., had been trained for two years; 992, or 4.53 per cent., for one year; 203, or .93 of 1 per cent., for less than one year; and 11,338, or 51.74 per cent., were untrained. Of the teachers, however, who, from whatever cause, have not attended a training college, a considerable proportion cannot, except in a technical sense of the word, be classed as *untrained*, having, under the superintendence of some of the best teachers, passed through the pupil teachers' course and served as assistants in large schools before passing the examination for a certificate and undertaking independent charges.

Proportion of female teachers.—In 1869, for every 100 teachers of each class, 48 certificated teachers, 60 assistant teachers, and 57 pupil teachers were females; these proportions have increased in 1882 to 59 certificated teachers, 68 assistant teachers, and 71 pupil teachers.

The number of female pupil teachers in 1869 was 7,273; they now number 13,725, an increase of 157 per cent. The male pupil teachers, who numbered 5,569 in 1869, have increased to 7,703, or by about 38 per cent.

Salaries and pensions.—The average salary of a certificated master, which in 1870 was 95*l.* 12*s.* 9*d.*, is now 119*l.*; that of a schoolmistress was 57*l.* 16*s.* 5*d.* in 1870, and is now 72*l.* 1*s.* 9*d.* In addition to their other emoluments, 6,138 out of 14,827 masters, and 5,317 out of 21,270 mistresses, are provided with residences free of rent. These averages are calculated upon the whole of the certificated teachers, whether principal or assistant.

During the half year ending at Michaelmas, 1883, applications for pensions were made on behalf of 63 teachers in England and Wales, and 2 pensions of 25*l.* and 4 of 20*l.*, together with 7 gratuities to the amount of 200*l.*, were awarded.

Since the practice of granting pensions was resumed in 1875 the department has dealt with 735 English applications. Sixteen pensions of 30*l.*, 110 of 25*l.*, 163 of 20*l.*, and 72 gratuities to the amount of 2,660*l.* have been awarded.

There were at Michaelmas, 1883, 270 teachers to whom pensions had been granted in England and Scotland, of whom 20 had 30*l.*, 100 had 25*l.*, and 150 had 20*l.* a year. The full number of pensions allowed to be borne on the estimates has, therefore, been filled up.

ELEMENTARY SCHOOLS OF LONDON.

School accommodation.—From the annual statement of the chairman of the school board, Mr. Edward North Buxton, for the year ending September, 1884, it appears that the board had under their charge 367 board schools, accommodating 328,683 children, being an increase of 21,349 school places during the year. The accommodation in voluntary schools was 263,197 places, making a total accommodation of 591,880 school places. According to the most recent estimates, the number of children for whom places should be provided is 662,346. In view of the deficiency of above 70,000 places, Mr. Buxton says: "It would therefore seem that we can hardly yet boast of being within measurable distance of overtaking the deficiency which has taxed our energies for the last fourteen years."

Enrolment and attendance.—The enumeration for the half year ending midsummer, 1884, presented in the report of the by laws committee, shows an enrolment in board and voluntary schools of 561,266 pupils and an average attendance of 448,838, the accommodation at the same date being 587,593. As compared with 1871, these figures show an increase of 325,334, or 124 per cent., in the number of school places; 338,748, or 152.2 per cent., in enrolment, and 274,537, or 157.5 per cent., in the average attendance.

From the same report it appears that in December, 1883, the accommodation required, according to the statistical committee, was 613,292; the accommodation provided in board and voluntary schools, 568,236; the average number on the rolls, 557,562; the average attendance, 439,858. The percentage of average attendance, estimated upon the average number on the rolls, was 78.8. It will be seen that for the half year ending midsummer, 1884, the corresponding percentage was raised to 80.

"The fact," says Mr. Buxton, "that our average attendance is only 80 per cent. may well stimulate the ambition of our painstaking visitors to accomplish even better results."

Examinations.—The new code went into operation May 1, 1883. The results of the government examinations in 117 schools examined under this code, the reports on which are for a period of exactly one year, show the following percentages of passes: Reading, 92.3; writing, 87.7; arithmetic, 84.8. The percentage of passes

in reading is higher than for three previous years and lower in writing and arithmetic.

Overpressure.—With reference to the subject of overpressure, which has been so widely agitated during the year, Mr. Buxton observes:

Although much exaggeration has been found to have been used and some of the cases which were made public attributed to overwork which were obviously due to other causes, the precautions taken by the school management committee and the measures adopted by the board show that they are fully alive to the necessity of guarding against the injurious results of undue mental pressure. The alteration of which I have already spoken, from part payment by grant to fixed salaries, will remove one active cause of mental worry. Another important step lies in the substitution, in part, of adult for pupil teachers. The extent to which this transfer is taking place is shown by the fact that, whereas in 1881 the number of adult teachers was 3,356 to 1,471 pupil teachers and candidates, in 1883 there were 4,087 of the former to 1,496 of the latter. Experience shows that it is in the earlier years of their career that the danger to the teachers is greatest, especially during the period when, as pupil teachers, they add to their class duties the strain and anxiety of preparing for their own examinations. It is as much our duty to economize the time of the children and their capacity for learning as to be careful of the money with which we are intrusted; and it is not too much to say that both are squandered when we set pupil teachers, whose energy is exhausted in acquiring knowledge, to instruct children not much younger than themselves. With a view to avoiding this injurious result, the committee have prepared a scheme under which candidates and junior pupil teachers, instead of attending their respective schools in the morning and afternoon of each day and the central classes for their instruction on two evenings and on Saturday mornings, will attend the latter on one-half of each school day. The committee have further determined that during this period they should not be counted on the teaching staff. The seniors are also to be relieved from teaching on two half days in each week.

With regard to overpressure on children, which some believe to exist, no one is so much concerned as we are to avoid any approach to it. Not only would it be injurious to the physical health of the children, but it would be the most short sighted policy from an educational point of view. The board do not need to be reminded that no greater hindrance to educational progress could be devised than a time table beyond the capacity of children. The board have carefully examined into those cases which have been brought forward, some of them of a very sensational character, but have failed to find any proof of mischief, except of occasional want of judgment of teachers in individual cases.

Physical training.—Much attention continues to be paid to the physical training of the children, and a special subcommittee has charge of it.

A Swedish gymnasium has been erected at the Crampton street (Walworth) school, and the services of Captain Haasum, of the Swedish Life Guards, have been secured for six months for the purpose of giving instruction in the Swedish system of gymnastics. Classes have been held under Captain Haasum at three centres, which have been attended by about 200 teachers. At Crampton street, the teachers have, of course, had the advantage of the gymnastic apparatus that has been put up. Captain Haasum has also established a class for boys from the Marlborough street school, and he has used this class for the purpose of illustrating his system at the International Health Exhibition.

The reports of the instructor in drill and of the superintendent of the physical education of girls show improvement in both of these departments.

Infant schools.—The superintendent of method in infant schools calls attention to the need of a greater variety and better adaptation of exercises for children between 3 and 5 years of age. The time spent by these young children in repeating and writing the letters of the alphabet is shown to be excessive. Evening classes have been formed for the purpose of instructing the teachers of infant schools in approved methods of training young children.

Cookery.—About 12,000 girls received the instruction in cookery during the year. Thirty-two cookery class rooms have been built by the board at an average cost of 270*l.* The cost of materials during the past year was 395*l.* 7*s.* 4*d.* and 389*l.* 8*s.* 7*d.* were realized by the sale of the food prepared.

The number of blind children reported on the rolls March 21, 1884, was 130. These

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receive instruction in special classes. During the half year 8 of the children gained scholarships at the Primary School of the Royal Normal College for the Blind.

The number of deaf and dumb children reported was 224, with an average attendance of 155. The superintendent observes:

The periodical examinations show that most satisfactory progress is made where sufficient accommodation and teaching power are provided, but the peculiar nature of the work is such that where these are wanting good results in the oral system cannot be expected.

Teaching force.—The following table shows the teaching staff employed by the board in March, 1883, and March, 1884:

Half year ended—	Adult teachers.		Pupil teachers.		Candidates.	
	Male.	Female.	Male.	Female.	Male.	Female.
March, 1883.....	1,497	2,590	269	838	91	298
March, 1884.....	1,692	3,069	264	801	78	280
	<i>a</i> 195	<i>a</i> 479	<i>b</i> 5	<i>b</i> 37	<i>b</i> 13	<i>b</i> 18

a Increase.

b Decrease.

With reference to teachers' salaries, Mr. Buxton states:

The long delayed but much needed improvement of substituting in the case of our teachers inclusive salaries on a fixed scale, prepaid monthly, for the system of part payment by the government grant has at length been adopted. The difficulty that had to be surmounted was so to adjust this scale as to avoid causing individual cases of hardship without laying an additional burden on the ratepayers—of reconciling vested interests with the desire not to increase the gross amount of salaries. Since the beginning of the year all new teachers entering the service of the board have come under the new scale, and the salaries of teachers previously in our schools are now being commuted on an equitable system.

Free schools.—The complications arising from the endeavor to collect school fees and the inability of many parents to pay fees have led from time to time to propositions for the establishment of free schools. A motion for this purpose was rejected by the board during the year, the vote standing 26 to 12.

Mr. Buxton presents the following statement of finances:

Our total estimated expenditure chargeable to the rates for the current year is 950,807. 5s. This shows an increase of about 1*d.* in the pound over last year. The following table, covering 5 years, affords ready means of comparing this increase with the growth of the rate. It will be seen that, while the children have multiplied during that period by 39.9 per cent., the rate has grown by 27.4 per cent.

	1880-'81.	1881-'82.	1882-'83.	1883-'84.	1884-'85.
Rate for each year	6. 28 <i>d.</i>	6. 15 <i>d.</i>	5. 93 <i>d.</i>	6. 86 <i>d.</i>	8 <i>d.</i>
Number of children on the roll of board schools...	250,946	273,177	295,833	337,855	351,145

From this it will be seen that the increased charge upon the ratepayers does not arise from a higher scale of expenditure, but because we have more nearly approached to a complete school provision for London, and because these new schools are filled with children. The net cost per child for school maintenance for the year ended 25th March, 1883, was 1*l.* 13*s.* 9*d.*, as compared with 1*l.* 11*s.* 11*d.* for the year ended 25th March, 1884.

The average weekly fee charged in the schools of the board remains the same as in 1883, viz, 2.2*d.*¹

¹ By a clerical error the sum was given in the Commissioner's last annual report as 2*s.* 2*d.*

b. SCOTLAND: Population, 3,866,521. Capital, Edinburgh; population, 236,002.

The following information is compiled from the report of the committee of council on education in Scotland for the year 1883, signed by Lord Carlingford and Mr. Mundella:

Day schools.—Number of day schools inspected, 3,090; number of certificated teachers, 5,974, with a large number of assistants and pupil teachers; accommodation for 633,701; enrolled, 569,241; average daily attendance, 433,137; present on the day of the inspector's visit to the respective schools, 498,514; qualified by attendance for examination, 426,329; presented for examination, 386,197, viz, 55,491 (under 7) for collective and 330,706 (7 and over) for individual examination; of these last, 256,083 passed the prescribed test without failure in any one of the three subjects.

In the year covered by this report the accommodation has increased by 14,615 school places; the scholars on the registers, by 13,581; those present at inspection, by 8,142; and the average attendance, by 11,872; while the number of children individually examined has increased by 9,956 (or 3.10 per cent.). The especially large increase in the amount of accommodation and in the number of children on the registers is due in some measure to the number of new schools in the outlying districts of the Highlands and islands, where the supply has, owing to various circumstances, proceeded but slowly, and where several schools have only been opened during the year under review.

The local effort which has resulted in this improvement may be measured by the continued support derived from voluntary subscriptions (29,196*l.* from 3,391 subscribers) and by the contributions from rates to the maintenance of public schools, which, after a decrease during the three preceding years, have increased during the past year from 191,797*l.* to 196,708*l.* The school pence have increased in the year by some 7,204*l.*, and amounted to 276,422*l.*

Night schools.—Number examined, 205; average attendance of scholars above 12 years of age, 10,221.

Training colleges.—Number, 7; attendance, 858.

Income and expenditure.—The total income of day and night schools was 906,068*l.* The total cost of maintenance of day and night schools was 900,509*l.* The annual government grants to elementary day schools rose in the year from 372,901*l.* to 384,042*l.* The rate per scholar in average attendance, however, is the same as last year, 17*s.* 8½*d.*, the grant (to schools actually inspected) and the average attendance having increased at the same rate during the year. The total cost of maintenance per child in average attendance was, in public schools, 2*l.* 2*s.* 1¼*d.*; in voluntary schools, 1*l.* 16*s.* 10¼*d.*

School accommodation and attendance.—The aided schools, which in 1872 provided for 281,668 scholars, or for 8.3 per cent. of the population, were in 1883 sufficient for 633,701 scholars, or 16.61 per cent. of the population.

Of the total increase of 352,013 seats, some 69,961 have been required to meet the growth of the population during the last 11 years. A very large part of the rest of this increase (according to the calculation made last year, upwards of 274,000) is the measure of the deficiency in inspected schools at the passing of the education act.

It remains to notice how far the existing school supply (633,701 seats) which has been thus provided, and shows an increase of 124.98 per cent. in the last 11 years, is sufficient to meet the wants of the country.

The age statistics of the census of 1881 show that about 23.96 per cent. of the total population are between 3 and 13 years of age. On the usual assumption that six-sevenths of that population are of the class whose children may be expected to be found in state-aided schools, it follows that 20.52 per cent. of the whole population ought to be found on the registers of the schools.

After making due allowance for absence on account of sickness, weather, distance from school, and other reasonable excuses for irregular attendance, it is generally calculated that school seats should be provided for one-sixth of the total population;

and these seats ought to be daily occupied. For the estimated population of 1883 (3,815,572) the returns, therefore, ought to show a provision of 635,929 school places. The actual supply falls somewhat short of this; but it is not evenly distributed throughout the country, and in several counties the seats are not equal in number to one-sixth of the population. This occurs either where that extent of accommodation is not called for, the inhabitants of the upper classes being in excess of the normal one-seventh, or where, as in one or two large towns, the wants of the population have not yet been fully met by the efforts of the school boards.

When the outstanding building grants have been paid and several schools now in the course of being erected without such aid are occupied, it will be found, the committee believe, that the school supply of the country is virtually complete.

School attendance is still far below the required number, for, whereas there might be 763,114 scholars on the registers and 635,929 in average daily attendance, the returns show only 569,241 children on the registers and 433,137 in attendance.

The increase in the average attendance during the past year is fairly satisfactory, as it is slightly in excess of that (1.06) of the population generally. But, after every allowance is made for the difficulty of securing early and regular attendance at school in some of the country districts, there appears to be great neglect on the part of many boards in putting their compulsory powers into operation.

A bill introduced into Parliament last year with a view of facilitating the exercise of the compulsory powers conferred upon school boards has become a law.

Infants.—Of the total number of children enrolled in the aided schools 118,385 were under 7 years of age.

Scholars over 7 years of age.—The following table shows the classification of children over 7 for each standard :

Standard.	Age at which standard should be passed.	Scholars of this age on registers of aided schools.	Scholars examined in the standard.	Number over 10 years old examined.
I	7	76,407	73,214	3,986
II	8	76,364	70,495	12,252
III	9	73,976	65,098	29,329
IV	10	71,754	58,329	55,176
V	11	63,720	43,828	43,746
VI	12	49,660	19,742	19,742

Whereas, out of 330,706 scholars examined, as many as 164,231, being over 10 years of age, ought to have been presented in standards IV–VI, only 118,664 (or 72.25 per cent.) were so presented, while the remaining 45,567 were presented in standards suited for children of 7, 8, and 9 years of age.

Specific subjects.—Of 58,546 scholars presented in subjects beyond the standard examination, 4,275 were examined and 3,225 passed in three subjects, 34,675 were examined and 24,752 passed in two such subjects, and 23,425 passed in one subject. In this number are included 25,260 girls examined in domestic economy, of whom 20,457 passed.

Miscellaneous.—Military drill is systematically taught to the boys attending 265 schools; cookery is taught in 36 schools; savings banks have been established in 113 and school libraries in 153 schools. In 3,116 departments of schools in which singing is taught, the instruction is given by ear in 1,233, or 39.73 per cent.

Teaching power.—The extent to which the training colleges have contributed to the existing supply of certificated teachers in Scotland is shown by the fact that, of 3,295 masters employed in schools reported on last year, 2,026, or 61.49 per cent., had been trained for two years; 327, or 9.92 per cent., for one year, and 83, or 2.52 per cent., for

less than one year; while 859, or 26.07 per cent., were untrained. In like manner, of 2,679 schoolmistresses, 1,838, or 68.61 per cent., had been trained for two years; 122, or 4.55 per cent., for one year; 12, or .32 of 1 per cent., for less than one year; and 707, or 26.39 per cent., were untrained. Of the teachers, however, who, from whatever cause, have not attended a training college, a considerable proportion cannot, except in a technical sense of the word, be classed as *untrained*, having, under the superintendence of some of the best teachers, satisfactorily completed the pupil teachers' course and served as assistants in large schools before passing the examination for a certificate and undertaking independent charges.

The system introduced by the code of 1873, of combining attendance at university classes with the efficient course of practical professional training provided by the colleges under inspection, is now producing very satisfactory results. In 1882, 117 students took advantage of this arrangement, many of whom passed with great credit the examination for certificates held last Christmas. The connection between the teaching profession and the universities will be still further increased by the recognition as assistant teachers of university graduates and women who have passed university examinations. Languages now enter into the course of study in all the training colleges, both for masters and mistresses.

Salaries and pensions.—The average salary of a certificated master, which in 1870 was 110*l.* 16*s.* 7*d.*, is now 135*l.* 2*s.* 4*d.*; that of a schoolmistress was 55*l.* 14*s.* 2*d.* in 1870 and is now 67*l.* 1*s.* 1*d.* These averages are calculated upon the whole body of certificated teachers, whether principal or assistant. In addition to their other emoluments, 1,806 out of 3,279 masters and 489 out of 2,635 mistresses are provided with residences free of rent. Since the practice of granting pensions was resumed in 1875, the department has dealt with 123 Scotch applications and has awarded 5 pensions of 30*l.*, 19 of 25*l.*, 26 of 20*l.*, and 19 gratuities to the amount of 680*l.*

c. IRELAND: Population (census 1881), 5,174,836. Capital, Dublin; population (census 1881), 249,602.

From the report of the commissioners of national education in Ireland, it appears that the number of schools on the operation list on the 31st of December, 1883, was 7,752. During the year 110 schools were dropped or ceased to exist as independent schools, and 157 were brought into operation, giving a net increase of 47 schools as compared with 1882.

Enrolment, attendance, and accommodation.—The number of pupils on the rolls between the 1st of January and the 31st of December, 1883, who made any attendance between those dates was 1,081,136; the number of pupils who made at least one attendance within the last fortnight of the results period was 666,115; the average daily attendance was 467,704, a decrease of 1,488 as compared with that of 1882.

School accommodation, allowing 8 square feet for each pupil, was adequate for an attendance of 671,109.

Classification of pupils.—The pupils who made an attendance within the last 14 days of the month immediately preceding results examinations were classified as follows: Infants, 171,183; class I, 143,785; class II, 104,678; class III, 85,724; class IV, 63,814; class V¹, 44,868; class V², 25,000; class VI, 27,063.

Mixed schools.—The total number of mixed schools under Roman Catholic teachers exclusively was 2,784, attended by 359,297 Roman Catholic pupils and 22,698 Protestant pupils; the total number of mixed schools under Protestant teachers exclusively was 1,277, attended by 22,604 Roman Catholics and 126,415 Protestant pupils. The number of mixed schools under Roman Catholic and Protestant teachers conjointly was 73, attended by 9,320 Roman Catholic pupils and 9,266 Protestant pupils. Total mixed schools, 4,134; total attendance: Roman Catholic pupils, 391,221; Protestant pupils, 153,379.

Unmixed schools.—Of 3,549 schools showing an unmixed attendance, 2,929 were in

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charge of Roman Catholic teachers and attended by 460,505 Roman Catholic pupils, and 620 were in charge of Protestant teachers and attended by 70,737 pupils.

Model schools.—The number of model schools reported is 29, having an average daily attendance for the year of 8,534 pupils. From the classified table of pupils of the model schools it appears that 51.4 per cent. of them are in Standards IV to VI, inclusive; the results examinations show that these schools continue to maintain their high character.

Workhouse schools.—The number of workhouse schools in connection with the board on the 31st of December, 1883, was 159, having an enrolment of 14,026 and an average daily attendance of 7,368. These schools were examined on the same system as the ordinary schools.

Examinations.—Since the 1st of March, 1877, each pupil, in order to qualify for presentation at the results examination, has been required in day schools to make 100 attendances of at least 4 hours a day for secular instruction, and in evening schools 50 attendances of 2 hours each evening.

The total number of schools, including model schools (separate departments) and evening schools, examined for results during the year was 7,672. The number of pupils examined was 475,784, of whom 106,928 were infants. The number passed was 356,214, including 98,241 infants. The number of pupils examined and passed in extra subjects was: Music, examined, 52,429; passed, 41,256. Drawing, examined, 23,545; passed, 18,085. Sewing machine and cutting out, examined, 4,558; passed, 3,977. Management of poultry and domestic economy, examined, 190; passed, 178. Cookery, examined, 142; passed, 142. Other extra subjects, mathematics, physics, language, &c., examined, 20,604; passed, 12,924. The money value of the passes gained in extras (excluding music and dancing) was 4,038*l.* 13*s.* The money value of the passes in music and drawing was 7,098*l.* 5*s.* 6*d.*

Comparative view.—The percentages of passes gained in reading, writing, and arithmetic in Ireland, as compared with England and Wales and with Scotland, are set forth in the following table:

	Ireland.	England and Wales.	Scotland.
Reading.....	93.4	89.1	92.6
Writing.....	95.0	82.0	90.2
Arithmetic.....	75.0	77.5	86.2

School farms and gardens.—The total number of school farms in connection with ordinary national schools on the 31st of December, 1883, was 72. The total number of pupils examined in agriculture in this class of schools was 884, of whom 518 passed in the agricultural program. There were also 21 schools having school gardens attached, for the management of which and for the agricultural knowledge displayed by the pupils, special agricultural fees were granted upon the reports of the district inspectors. The number of pupils examined in the school gardens was 249, of whom 160 passed; 45,673 pupils were examined in the agricultural class books by the district inspectors in the ordinary national schools at their results examinations, of whom 24,876 passed. The total number of pupils examined in agriculture during the year 1883 was accordingly 46,806, of whom 25,554 gained passes for their proficiency in that branch. These figures show that a larger number of pupils were brought under instruction in agriculture in 1883 than in 1882.

Dairy management.—At the close of the year 1880 a scheme for training young women in dairy management, and especially in the art of butter making, was inaugu-

rated in connection with the Munster Model Agricultural School at Cork. This scheme has been attended with much success, largely due to the active coöperation of a local committee, who contributed time and money to its furtherance. There were two sessions of six weeks in each year. The number of young women trained up to this date is 189. The students were principally daughters of farmers.

Towards the end of the year 1883 the commissioners undertook, with the coöperation of the Royal Dublin Society, a similar experiment at the Albert Agricultural Training Institution. The session began in January of this year, and, although the notice was short, 33 students attended.

Teaching power.—On the 31st of December, 1883, the commissioners had in their service 7,571 principal teachers and 3,050 assistants, making, in the whole, 10,621 classed teachers, of whom 3,406 were trained. In addition there were paid monitors, temporary assistants, &c., to the number of 386.

The total number of teachers and students trained in the Training College in 1883 was 167, viz, 78 males and 89 females.

The need of additional provision for the training of the teachers is seen from the fact that of the 7,907 Roman Catholic teachers in the service January, 1883, only 2,142, or about 27 per cent., had been trained, and of the 2,714 Protestant teachers 1,412, or 52 per cent.

In 1874 the subject was brought to the attention of the government by the commissioners, but no action was taken upon their representations until 1883. It was then proposed to apply the English scheme of training colleges to Ireland, so far as possible, which proposition the commissioners have accepted. Accordingly the government is now prepared to encourage and facilitate the establishment of training colleges under local management in Ireland by authorizing the commissioners to make grants toward their maintenance under the specified conditions. Two training colleges under Catholic auspices have already availed themselves of this provision. The Irish teachers suffer a great grievance in the low rate of wages which they receive.

The total income of the teaching staff from all sources for the year ended 31st of March, 1884, amounted to 752,912*l.* 8*s.* 6*d.*, viz, 601,224*l.* 19*s.* 7*d.* from the board, 14,403*l.* 15*s.* 2*d.* from the rates, and 137,283*l.* 13*s.* 9*d.* from payments by pupils (including portion of model school fees), subscriptions, and the estimated value of free residences, &c. Of the total sum 20.1 per cent. was locally provided and 79.9 per cent. was derived from parliamentary funds.

Pensions.—The number of teachers connected with the pension fund in the year ended the 31st December, 1883, was 9,604, and the amount paid in pensions was 12,212*l.* 11*s.* 4*d.*, and in gratuities 7,153*l.* 12*s.* 5*d.*

In addition to the above sum 1,685*l.* 15*s.* 5*d.* were granted to teachers who did not join the pension scheme.

Income and expenditure.—The funds at the disposal of the commissioners for the year ending 31st March, 1884, amounted to 821,553*l.* 6*s.* 8*d.* The expenditures by the commissioners for the same time were 804,891*l.* 17*s.*, leaving a balance on 31st March, 1884, of 16,661*l.* 9*s.* 8*d.*

SCIENCE AND ART DEPARTMENT.

The following information is derived from the thirty-first report of the Science and Art Department, whose operations embrace the United Kingdom:

Science instruction.—During the year 1883, the schools and classes of science in connection with the department, irrespective of the training colleges, were attended by 72,054 persons, an increase of 3,473 over the same for 1882. The number examined was 54,204; the number of papers presented (each paper being the examination in a separate branch of science), 79,551; number passed, 52,651, representing 32,767 students.

The following statement is interesting as showing the subjects embraced in the ex-

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amination, the preference which these have among the students, and the grade of passes:

I. Practical plane and solid geometry.....	3,724
II. Machine construction and drawing.....	6,511
III. Building construction	3,431
IV. Naval architecture.....	236
V. Mathematics.....	11,796
VI. Theoretical mechanics.....	1,835
VII. Applied mechanics.....	1,886
VIII. Sound, light, and heat	4,250
IX. Magnetism and electricity	11,310
X. {Inorganic chemistry	7,433
{Inorganic chemistry (practical).....	3,081
XI. {Organic chemistry	458
{Organic chemistry (practical).....	359
XII. Geology.....	1,338
XIII. Mineralogy	60
XIV. Animal physiology	6,191
XV. Elementary botany	2,043
XVI. {General biology.....	201
XVII. {.....	
XVIII. Principles of mining.....	291
XIX. {Metallurgy.....	224
{Metallurgy (practical).....	19
XX. Navigation	332
XXI. Nautical astronomy.....	83
XXII. Steam.....	1,543
XXIII. Physiography	5,687
XXIV. Principles of agriculture	5,171

Total number of papers worked	79,551
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Number of papers in the elementary stage	64,008
Number of first class successes	10,202
Number of second class successes	32,419
Number of failures	21,387
Number of papers in the advanced stage	14,025
Number of first class successes	2,355
Number of second class successes	7,147
Number of failures	4,523
Number of papers in honors	1,518
Number of first class successes	102
Number of second class successes.....	426
Number of failures	990
Total number of papers worked.....	79,551
Total number of successes	52,651
Total number of failures.....	26,900

The payments on the results of instruction amounted to 45,223*l.* 9*s.* 1*d.*, or an average of 12*s.* 6*d.* for each student under instruction. The number of teachers to whom payments were made was 1,998, irrespective of the training colleges.

The examination of the science classes in training colleges is held separately from the examination of the ordinary classes.

The following table shows the range and result of this examination for 1883:

Number of colleges examined.....	41
Number of classes.....	125
Number of individuals successful.....	1,997

	Number of papers.	Successes.		Fail- ures.
		First class.	Second class.	
V. Pure mathematics	76	20	39	17
VI. Theoretical mechanics.....	18	9	6	3
VII. Applied mechanics.....				
VIII. Sound, light, and heat	685	63	558	64
IX. Magnetism and electricity	484	191	257	36
X. { Inorganic chemistry.....	250	58	165	27
{ Inorganic chemistry (practical).....	156	37	86	33
XIV. Animal physiology.....	473	23	245	205
XV. Elementary botany	469	25	332	112
XXIII. Physiography.....	1,054	124	671	259
XXIV. Principles of agriculture.....	171	75	90	6
Total number of papers worked	3,836	625	2,449	762

The payments to the training colleges on the results of the examination amounted to 5,029*l.* 8*s.* 6*d.*, or an average of 1*l.* 16*s.* 5*d.* per pupil under instruction.

The total number of students under instruction in the Normal School of Science and Royal School of Mines was 212. The attendance at the several classes was as follows: Chemistry, 93; physics, 28; mechanics, 39; metallurgy, 43; biology (including botany), 19; geology (including mineralogy), 34; and mining, 30.

The number of teachers in training was 12 in chemistry, 14 in physics, 11 in mechanics, 8 in biology, 9 in geology, 4 in metallurgy, 8 in agriculture, and 4 in mining.

In addition to the ordinary sessional courses, the summer courses for country teachers, which last three weeks, are a most important part of the work of the school. In 1883 there were such courses in chemistry, light and sound, mechanism, botany, geology, agriculture, and agricultural chemistry. These courses, which consisted of lectures and laboratory practice specially adapted to the particular class of students, were attended by 189 teachers.

The Royal College of Science, Dublin, was attended by 59 persons.

Art instruction.—The number of elementary day schools examined for drawing under the regulations of the Science and Art Department was 4,526, or about 25 per cent. of the whole number of schools inspected by the education department. The payments made to the schools on account of drawing amounted to 23,334*l.* 4*s.* 3*d.* and the cost of prizes and examples to 3,365*l.* 17*s.* 10*d.*, or a total expense of 31,700*l.* 2*s.* 1*d.*

At the examination of 43 training colleges in November, 3,476 students in training and 828 teachers and pupil teachers of elementary schools were examined, and 819 of these candidates obtained full certificates for second grade drawing. The total amount granted to the colleges on the results of the examinations was 1,246*l.*

The department also gives aid to art classes, which in 1883 numbered 499, having 26,424 students. For advanced art instruction, there were 177 schools, with 15 branch classes, having in all 35,909 students.

The National Art Training School was attended by 710 students, of whom 34 were in training to become art teachers and 17 to become designers or art workmen. The Dublin Metropolitan School of Art was attended by 506 students. The grand total of persons taught drawing, painting, or modelling through the agency of the department

in 1883 was 843,135. The total value of the aid given to art in direct payments, prizes, &c., was 63,719*l.* 15*s.* 7*d.*

The total number of visitors to the South Kensington Museum during the year was 1,033,810, and to the Bethnal Green Branch, 447,752. In accordance with the policy adopted in 1880 of granting loans to corporation museums, 16,021 art objects, drawings, and pictures were sent out from the museum during the year, and the exhibitions in which they were placed were visited by 2,572,000 people.

During the year, the department was induced to take some steps toward developing and improving the lace making industry in Ireland. As a result of these efforts, a special class for lace designing has been organized at the Cork School of Art, and the school has opened direct relations with two or three of the convents in the neighborhood with the view of giving instruction in drawing and of supplying designs to be worked.

The committee of the School of Art has applied for aid in the purchase of a collection of ancient laces, the intention being to form a local industrial art museum.

GREECE, constitutional monarchy: Area, 19,941 square miles; population, 1,679,775. Capital, Athens; population, 63,374. Minister of the interior, C. Lombardos.

Special instruction.—A bill for the reorganization of the Polytechnic School was proposed by the minister of the interior on December 8, 1884. The old organization which has existed since 1863 was felt to be inadequate to modern requirements as far as positive sciences are concerned. The object of the new organization is to provide a systematic course of instruction to train students in the mechanical arts. The name of the institution is the School of Biomechanical Arts, which means those mechanical arts which are used in the daily affairs of life, and the graduates of the school are expected to be practically qualified to take positions in the public service or in business where a knowledge of such arts is required. The reorganized scheme embraces a preparatory gymnasium and special schools or courses of civil and mechanical engineering, &c.

Superior instruction.—The report of the university for the forty-fourth scholastic year shows that in the year 1882-'83 there were 655 new students and 1,946 already enrolled, making a total of 2,601. Of the new admissions 507 were from the Kingdom of Greece, 144 from other Greek communities, and 4 from other countries. They were distributed among the different faculties as follows: The theological faculty received 6, the law 343, the medical 172, the philosophical 123, and the pharmaceutical 11. The number of graduates during the year 1882-'83 was 342. Since 1837, when the university was established, 11,233 persons have been educated in its different faculties: 360 for the theological, 4,730 for the law, 3,600 for the medical, 2,130 for the philosophical, and 473 for the pharmaceutical. The medical faculty had a majority at first; during the third decade the law faculty led in numbers; during the fourth decade the two faculties were nearly equal in that respect, and at present the law faculty is again in advance.

The following table gives general educational statistics of Greece for the year 1884:

	Number.	No. of teachers.	No. of pupils.
Universities	1	92	2,601
Gymnasia	33	252	4,117
Hellenic schools	297	577	12,973
Communal schools	1,717	1,898	89,423
Elementary schools	550	.....	16,000
Ecclesiastical schools	5	32	163
Private schools	67	.....	16,383
Polytechnic schools	1	22	511

ITALY, constitutional monarchy: Area, 114,296 square miles; population, 28,452,639. Capital, Rome; population (at the end of 1880), 300,467. Minister of public instruction, Signior Baccelli (in early part of 1884), then Signior Coppino.

The central bureau of statistics of Italy publishes the following educational items for 1881-'82. There were 2,516 infant schools, both public and private, taught by 123 men and 106 women; number of pupils, 243,972. The public and private primary schools numbered 47,220, with 1,976,135 pupils (1,053,917 boys and 922,218 girls). Evening schools for adults had 248,012 pupils; Sunday schools, 122,107 in attendance. There were 77 higher schools for girls, with 3,559 attending; 111 normal and "magistral" schools, with 8,221 pupils (1,319 male pupil teachers and 6,912 female pupil teachers). The number of pupils in this class of schools has more than doubled since 1861. A report made to the minister of public instruction by M. Rivera, director of primary instruction, in regard to carrying out the law of July 15, 1877, on obligatory primary instruction in lower grades of schools, gives rather discouraging results. In 1881-'82 of 1,992,172 children of school age there were at the beginning of the year 1,735,185 on the school registers. In March only 1,500,755 remained on the rolls, and the number so constantly decreased that at the close of the year only 232,929 pupils presented themselves for examination. Of this number only 166,185 passed satisfactorily. The reasons for this state of things are considered by M. Rivera to be the poverty of the people and the poor quality of teachers. As the parents cannot give their children proper food and clothing, they hesitate to send them to school when by keeping them away there is a chance to pick up a little money in looking out for the flocks and in other ways. So many points of this kind have to be taken into consideration that the parent feels that his children are better off outside of the school room until the present condition of affairs can be ameliorated. If *salles d'asile* could be opened, where little folks could have proper care, there would be an increase of school attendance.

A circular was issued in October, 1884, to aid in carrying out the law of July 15, 1877. In it primary school inspectors are required to furnish annually to each syndic a list of children of school age. These lists are to be sent to those who arrange the course of study. Inspectors are to receive yearly from the proper authorities a list of said children and of the number really enrolled. Examinations from grade to grade, and especially from second to third course, are to be made according to the strictest regulations. A list of pupils who have passed such examinations successfully must be handed in annually, and all pupils who have failed to pass the examination of the third course must stay another year in that grade. Pupils graduating from the third grade are expected to attend an evening school for a year.

A permanent commission has been established in connection with the ministry of agriculture. It is to have a general oversight of industrial museums, schools of arts as applied to industries, schools of design for workmen, in fact of all institutions which have to do with industries as taught to the working classes.

A technical literary school for girls, in Milan, had over 200 pupils in the latter part of 1883. The registration fee was only 5 lire (\$1). The course of study embraces geography, history, Italian, French, English, and German languages, calligraphy, drawing, book-keeping, &c. Lessons are also given in morals, law, æsthetics, natural sciences, and in all woman's handiwork. The making of artificial leaves and flowers is also taught.

A Protestant institution for the supply of trained English speaking nurses was organized and put in successful operation in Rome in the early part of 1883. Several nurses were taken from the Bellevue Training School in New York. The intention is to establish permanent premises for the institution.

CCXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

NETHERLANDS, constitutional monarchy: Area, 12,648 square miles; population (December 31, 1882), 4,172,971. Capital, The Hague; population (December 31, 1882), 127,931. Minister of the interior, Dr. J. Heemskerk.

The government publishes the following statistics in regard to superior, secondary, and primary instruction in the Netherlands in 1882-'83:

Primary instruction.—In 704 communes the clergy has taken advantage of the law regarding religious instruction and given such instruction out of school hours. On December 31, 1882, the number of public schools was 2,822; private subsidized, 76; non-subsidized, 1,067. An increase of 38 primary schools over 1881 is reported. Evening schools were found in 340 communes; advanced schools, in 407. On January 1, 1883, there were 563,085 pupils in the day schools, viz: 294,950 boys and 268,135 girls. This shows an increase of 5,327 boys and 5,826 girls over the previous year. There were 73,900 children of school age not in school, or 13.62 per cent. About 18,346 boys and 11,584 girls attend simultaneously day and evening schools. In the evening schools only were 6,573 students (4,901 boys and 1,672 girls). The advanced schools (*écoles de répétition*) had 13,815 pupils, namely, 10,888 boys and 2,927 girls. The teaching force in primary grades numbered in 1882 3,457 males and 469 female principals, 5,328 male and 2,385 women teachers, with 2,991 male and 1,226 women assistants. These figures give an increase over the year 1881 of 35 male and 8 female principals, 293 male and 246 women instructors, 72 male and 79 women assistants. At the beginning of the school year 1883-'84 there were 114 normals reported, attended by 3,713 pupils, of these 1,138 were girls. Added to these are 2 communal normals and several private establishments of a similar character. The expenditure for primary instruction in 1882, on the part of the government, the provinces, and the communes, was 13,031,831 florins; in 1881 it was 10,198,943 florins. All the expenditures together amounted to 17,048,602 florins to 14,168,734 in 1881. These totals for educational purposes do not include the sums for military instruction, prison schools, or infant schools. A statement in regard to the last mentioned institutions is as follows: Public institutions, 121; male teachers, 5; women, 160; assistants, 444; pupils: boys, 10,592; girls, 10,286. Private establishments, 715; men teachers, 27; women teachers, 973; assistants, 1,173; pupils: 31,938 boys and 36,232 girls. There are besides in Amsterdam 79 infant schools and 44 *pouponnières* from which there is no information. At The Hague and at Gonda committees have in charge the organization of vacation colonies.

Secondary instruction.—On the 31st of December, 1882, there were 3,741 students in the 35 burgher schools (day and evening) and 5 communal schools; teachers, 362. The drawing, industrial, and professional schools numbered 45, with 260 professors and 4,586 students. Sixty-one higher burgher schools had 4,649 pupils, 172 of them girls. An increase of 4 schools where girls are admitted brings the number of such schools up to 25. Number of professors in the higher burgher schools, 708. Secondary schools for girls numbered 14, with 1,134 pupils at date of December, 1882, to 1,089 in 1881; teachers, 168, 115 of them women. There were 342 students and hearers at the Polytechnic, 12 of them women. Eleven schools of navigation are reported, 3 deaf-mute schools, and 1 for the blind. The expenditures for secondary instruction were 1,763,630 florins.

Superior instruction.—The students at the three universities numbered—

	1881-'82.	1882-'83.
Leyden	520	488
Utrecht	434	458
Groningen	274	290
Total	1,228	1,236

¹ The florin equals 40.2 cents.

The communal university at Amsterdam had 589 students and hearers. There were also 25 Gymnasien and 4 Progymnasien; teachers, 358 (in 1881-'82 there were 334); students, 2,170 to 1,911 in 1881-'82. The expenditures amounted to 1,829,254 florins.

NORWAY, constitutional monarchy: Area, 122,869 square miles; population (at close of 1880), 1,913,000. Capital, Christiania; population in 1875, 76,054. Minister of education and ecclesiastical affairs, N. C. E. Hertzberg (appointed January 30, 1882).

Full statistics of education in Norway are wanting. However, in 1880 there were 6,617 elementary schools, with 279,668 pupils. In 1879 5,014 pupils were reported in the higher grades, and in 1882 there were 870 students at the University in Christiania. In the budget of 1883 the sum of 136,428*l.* was set down for elementary education. Most of the towns support a high grade of school, and in 17 of the principal towns there is an offentlig skole or college. These are maintained partly by subsidies from the government. Taxes are levied in every parish for the support of schools, and there are also state grants. The school age is 7-14 in towns and 8-14 in rural districts. Education is compulsory throughout the kingdom. By a law of June, 1869, middle, or 6-class, schools were established in Norway. These form a link between common schools and Gymnasien and serve as preparatory to the Gymnasium, besides giving a general education to children who do not intend to pursue their education further. Pupils desiring to enter must have reached their ninth year and have passed the required examination. The instruction begins with religion, the mother tongue, history, geography, writing, and arithmetic. German is taken up the second semester; natural sciences and drawing, next; a year later, geometry. With the fourth year there is a division of studies, and it rests with the pupil to follow either the English or Latin course. French is studied the fifth year, but it is not obligatory. After graduating from these 6-class schools the pupil is ready for either the Realschule or Gymnasium. Pupils in the Realschule follow a one or two year course, the studies tending towards a business education. The studies are arranged in groups, some of the modern tongues entering into one of the groups. The Gymnasien are subdivided, as Latin- and Real-Gymnasien, the courses following on in the same line as in the middle schools. Latin is not taken up in the Realgymnasium. In the Latin division English is an optional study; in the Realgymnasium German is a part of the regular course. The Gymnasien have 3-year courses, at the close of which the "examen artium" takes place. Graduates are then ready for either university or technical schools. Should a Latin student wish to enter the military school he must pass an examination in some of the branches taught in the Realgymnasium. The Norwegian statesman Johann Sverdrup has projected the following reforms in education, which, if carried out, will be of great benefit to all concerned: He suggests more years to be spent in acquiring an education; additional branches; better text books, and instruction in the language suited to locality; gymnastic exercises, military drill, and handwork; better normal methods and employment of women teachers who are properly trained; higher salaries; employment of more cultivated and energetic men on school boards; new regulations concerning employment of school officers, &c. All of this, he says, will tend to the greater enlightenment of the people.

PORTUGAL, constitutional monarchy: Area, 36,510 square miles; population, 4,160,315. Capital, Lisbon; population, 253,496. Minister of the interior, Senhor Barjona Freitas.

An interesting account of education in Portugal (from the pen of Hon. John M. Francis) was given in the Report of the Commissioner of Education for 1882-'83. The only item of information on hand since then is the following statement in regard to an educational commission:

Portugal is to have a superior council of public instruction. It is to be divided into two sections: the one, comprising 12 members and forming a permanent section, is to be named by the King; the other, comprising 22 members, is to be formed by elec-

tion. The elected members will be taken from representatives of the three grades of instruction. Superior instruction is to have 15 members, secondary instruction 3, and primary education 2; the private schools are to elect 2 members. The council is to be composed entirely of lay members.

RUSSIA, absolute monarchy: Area, 8,520,637 square miles; population, 102,682,124. RUSSIA IN EUROPE: Area, 2,041,402 square miles; population, 86,486,959. Capital, St. Petersburg; population (1881), 929,093. Minister of public instruction, Delyanoff.

The following interesting statements concerning the school system of Russia are taken from a lecture by Dr. Theodor Vetter, a native of Switzerland, who resided for four years in Russia, where he was a private tutor and later a teacher at the Grand Duke Nicholas Lyceum in Moscow:

Public education is under a department at the head of which is the minister of public instruction. He, with his assistant and five or seven specialists, forms the highest legislative and administrative body in the department, whose decisions have to be approved only by the Emperor. The Empire is divided into twelve administrative districts, though Finland has a separate school system of its own and Caucasus and the countries east of the Aral Sea have their schools under military supervision. The minister of public instruction is represented in each of the school districts by a "curator," who appoints the teachers in the Gymnasien and scientific schools. The school laws are excellent, but the execution of them is quite another thing. They are drafted from foreign models, but many of them are entirely inapplicable. In 1847 Russia had 2,500 schools, with 2,700 teachers and 125,000 pupils, 55,000 of whom were children of foreign colonists. In 1864 Count Tolstoï, late minister of public instruction, shifted the burden of the primary schools in each province upon the Zemstvo, which is an assembly of representatives of the administrative district. This was a decentralizing movement, but the Zemstvo, without resources, was, and still remains, an undeveloped institution. At the same time, during the past fifteen years the number of common schools has increased. In 1871 there were 10,700 schools, with 675,000 pupils; but this is only about 1 pupil out of about 100 inhabitants, while statisticians usually put the number of children between 6 and 14 years of age at 10 per cent. of the population; there are provinces, too, where the schools have to be closed for want of money. The provinces with factories and other industrial establishments show the best school attendance. The full course in the common schools consists of five classes of one year each. Religious instruction is given. The teachers are poor, and, although between 1866 and 1876 Count Tolstoï greatly increased the number of seminaries from which they could be drawn, the supply is yet inadequate. Institutions for higher education are in a better condition. The Gymnasien, modelled on those of Germany, bring the student about as far as the sophomore class in American colleges. Boys of the higher classes receive a home education until about the twelfth or fifteenth year, at which time they enter the Gymnasium or a military school. Instruction is somewhat faulty in the Gymnasium, but one good point is that teachers divide the work of instruction in a foreign language in such a way that the students practise their own and the foreign tongue alternately with a person who in each case is native to that language. In 1866 there were 108 Gymnasien; in 1876 there were 202, of which 133 fitted students for the university. Under Tolstoï's administration all students had to take up Greek and Latin. The universities are the best and most prosperous schools in Russia. They are similar to German universities and are really professional schools. The passing of the final examination gives the student the right to practise the profession he has chosen.

The Czech journal, *Ucitelské Noviny*, of Prague, publishes the following statistics of primary schools in the 10 academic districts of Russia in Europe, as well as those of Siberia and Turkestan. The figures are for 1883 unless otherwise designated. The total number of primary schools is 24,853; pupils, nearly 2,000,000; the expenditures, nearly 8,000,000 rubles.¹ Of this amount 41 per cent. is furnished by the communes and 34 per cent. by the Zemstvos.

¹ The value of the ruble is 65.8 cents.

Academic districts.	Population in 1878.	Schools. ^a	Number of square versts to 1 school. ^b
Moscow.....	14,121,259	18.4	101
Vilna.....	5,976,266	14.9	79
Varsovia.....	4,490,041	13.2	34
Kieff.....	9,290,794	10.4	90
Kharkow.....	9,880,649	9.9	.....
Kazan.....	8,679,243	9.7	.....
St. Petersburg.....	4,448,014	6.8	818
Odessa.....	4,490,041	5.8	142
Orenburg.....	5,151,782	3.6	961
Dorpatc.....	1,910,740	2.0	.....
Siberia { east.....	3,430,958	2.2	5,120
{ west.....		.9	48,467
Turkestan.....	5,482,171	.1	23,800

^a These figures indicate what per cent. of the 24,853 schools belong to each district.

^b Ninety verst (square) make 100 square kilometres.

^c The majority of the schools of the Baltic are not under charge of the ministry of public instruction, which accounts for the small number reported.

In 1883 there were 62 Russian normal schools reported, 42 of them maintained by the government, 11 by the Zemstvos, 1 by the Marie Agricultural Society of Moscow, and 1 by special funds. The budget amounted to 1,241,991 rubles. There were 4,423 pupils (3,803 men and 620 women). Of these, 51 per cent. belonged to the peasant class, 20 per cent. to ecclesiastical families, and 11 per cent. to families of officials or to the nobility. The normals are said to furnish a considerable number of teachers to the schools of the Zemstvos. The principal faults of the teachers are lack of general instruction, too theoretical knowledge, and the lack of energy to carry out their duties. The remedies proposed are to create a preparatory class, to render the examinations more severe, to add a fourth year to the normal course, and to give the third and fourth years to practical exercises. At date of October, 1884, on account of disturbances among the students, the university at Kieff was closed till January 1, 1885. All the students were dismissed with the prohibition of reception into other universities of the Russian Empire, with the right of readmittance, however, into Kieff University through the medium of the commission specified in article 3 of the imperial rules respecting universities. It is said that this means exclusion forever from Kieff and every other Russian university of those who on September 1st, 1884, were enrolled as students of Kieff University. The Russian government has also issued a circular to the principals of schools in Russia, holding them responsible for any revolutionary tendencies their pupils may have and enjoining them to maintain strict supervision over their pupils in order to dissipate the slightest flavor of nihilistic sentiments.

A number of new regulations concerning the organization of the Russian universities have lately received the imperial sanction. These regulations, which vary somewhat from those of 1863, are to take effect in 1884-'85. The principal points of interest are enumerated below:

The universities are under the special protection of His Majesty the Emperor and are called imperial universities. Each university has four faculties—history and philology, physics and mathematics, law, and medicine—and the University of St. Petersburg has a special faculty for Oriental languages. Although the universities are nominally under charge of the minister of public instruction, they are really in charge, each one, of the curator for the local district, who reports to the minister. The rector, who is chosen from among the ordinary professors of the university, has a 4-year term of office, which may be lengthened to 4 years more by imperial order. The

rector is the real head of the university, and, where he formerly had to defer to the university council, as he was chosen by the corps of professors, he now, by virtue of being appointed by the minister of public instruction, has a more extended authority. The inspector of studies is now named by the curator, but receives orders from the rector. The examinations are carried on as heretofore by the faculties, but others may be appointed by the minister to take part in these ceremonies. The professors are now permitted to treat of other subjects than those laid down in the regular course; they are to be paid extra for such lectures, and fees, which formerly went to the university budget, may be accepted by the professors. The number of professors for the 8 universities is to be increased from 364 to 385. In each, chairs of ethnography, geography, and commercial law are created. The system of Privat-docenten is also adopted, and the courses of studies are divided into semesters instead of years as formerly, viz, 10 semesters for medicine and 8 for the other branches. The board of directors of each university is composed of the deans of all the faculties and of the inspector, the rector presiding. The dean is chosen by the curator for a 4-year term from among the professors. His term of office may also be extended 4 years by order of the minister. At the University of Moscow, a councillor for the economic service (*conseiller pour le service économique*) is added to the board of directors. A special chair of theology is created for students of the orthodox faith. The professor is a member of the council without being a part of the faculty. The faculty of history and philology (12 ordinary and 5 extraordinary professors) embraces 11 subjects; that of physics and mathematics (same number of professors), 10 topics; that of law (11 ordinary and 4 extraordinary professors), 12 branches; that of medicine (14 ordinary and 9 extraordinary professors), 23 subjects; that of Oriental languages at St. Petersburg, which embraces nine languages, has 6 ordinary and 3 extraordinary professors. The number of professors may be increased on demand, and special teachers are to be employed for German, French, English, and Italian. The semesters are from August 20 to December 20 and from January 15 to May 30. There are two kinds of examinations: those before a commission and before the faculties. Students are admitted to the former if they have been ten semesters in the faculty of medicine or eight in the other faculties. They appear for examination before the faculty for admission to university grades, for scholarships or some material aid, and at the end of the semester (this last obligatory in the faculty of medicine only). No person may be a professor unless he has the degree of doctor in the specialty which he is to teach, and he must have acted as Privatdocent for at least 3 years. The professor who has held that position during 25 years becomes a professor emeritus. Students to be admitted to the universities must have graduation diplomas from the Gymnasium. Hearers are also to be admitted to the courses, according to regulations to be established by the minister of public instruction. The student and the hearer pay five rubles a semester as matriculation fees, then one ruble each semester and weekly course.

SERVIA, principality: Area, 18,787 square miles; population (December 31, 1882), 1,810,606. Capital, Belgrade; population, 36,177. Minister of public instruction and worship, G. Pantelitch.

For information as to this country, see the Report of the Commissioner of Education for 1882-'83.

SPAIN, constitutional monarchy: Area, 195,767 square miles; population (June, 1883), 16,858,721. Capital, Madrid; population, 397,690. Minister of instruction, Señor Pidal y Mon.

No statistics of public education in Spain have been received since the publication of the last report. A private educational institution called the *Institucion Libre de Enseñanza* has attracted attention in the last few years, both on account of the objects of its founders and its method of conducting instruction. An account of that institution is therefore given here.

The Institucion Libre de Enseñanza is a private institution which was founded in Madrid in 1876 for the purpose of extending national education. To this end it has established (1) a school in which instruction is given in primary and secondary branches; (2) a course of public lectures and concerts; (3) special courses intended to diffuse popular information of the principal events of history and to give an idea of the greatest works in literature and art; (4) instruction in making researches and investigations under the supervision of professors supplied by the institution; and (5) the publication of a periodical and of various other works, among which may be mentioned a set of photomicrographs, the first published in Spain.

Many of the most eminent men in science, literature, art, and politics in Spain contribute to these publications, and by their aid the institution has been enabled to supply in part the deficiencies of university education. The program it announces embraces the history of the Slavic nations, the Code Napoléon, legislation concerning mortgages, the institutions of the United States, positive philosophy, elementary mathematics, geometry, chemistry, natural history, the history of modern literatures and languages, Latin, philology, architecture, &c.

The students of the institution were the first in Spain to introduce students' excursions; they have begun to form herbariums, mineralogical and entomological collections, &c., and they make topographical relief maps. The notes and observations collected by the professors and students during their excursions serve as material for small guide books to the more important places in the country, such as Salamanca, Toledo, Seville, and Granada. This method of study and the introduction of astronomy, sociology, the history of fine arts, law, singing, drawing, gymnastics, and French into the course of study form so many innovations in instruction in Spain. After the study of French was introduced into the program of the institution, the government made the study of that language obligatory in the official institutions. The same will be done, before long, with gymnastics. The excursions now form as important a feature in Spain as in any other country in Europe. They are of all kinds, from those of an hour or two in length to others which last a month, and the range of subjects studied covers archæology, botany, geology, mineralogy, and agriculture and other industries. The students of the institution are in charge of the professors alone at all times, no system of surveillance intervening between the teachers and their pupils. In the staff of professors there is no rank, but all are on an equality, and those teachers who are selected to give primary instruction are chosen because of a special aptitude for that branch and not because they are less learned than their colleagues. The institution gives the title of honorary professor to distinguished men who have rendered eminent services to science or education, such as Darwin, Tyndall, Berthelot, Andrade-Corvo, Tiberghien, &c. The instruction given is free from all political, religious, or philosophical bias, each professor being responsible for his own doctrines.

The institution was established on shares of 250 francs each and by private gifts, without any aid from the state. It is managed by a body of directors, half of whom are replaced every year. The directors are elected by members of the society and by the professors, who have exclusive control of the scientific and pedagogic management of the institution, elect the rector, vice rector, and the editor of the Journal annually, and arrange the excursions.

The object of the institution is to modify primary instruction so as to make it conform to the principles of modern pedagogics. This means the substitution of class study for home study, of the intuitive method for the time honored memorizing; the introduction of regulated physical exercise, &c. The same method and principles are employed in secondary as in primary instruction, since secondary education is only a continuation of elementary. It is hoped that before long some branches of superior instruction may be added to the present course, so that the scope of the institution will soon become more comprehensive. The character of the institution is ex-

plained in an extract from its constitution, published at the head of each number of its periodical (*Boletín de la Institución Libre de Enseñanza*), which is as follows:

The *Institución Libre de Enseñanza* is entirely aloof from the spirit or interests of any special religious communion, any school of philosophy, and of any political party. It proclaims only the principle that knowledge should be free and inviolable, and consequently that there should be complete independence in searching for and imparting it, without having regard to any other authority than the conscience of the professors themselves, who alone should be responsible for their doctrines.

SWEDEN, constitutional monarchy: Area, 170,979 square miles; population, 4,579,115. Capital, Stockholm; population, 185,325. Minister of education and ecclesiastical affairs, Carl Gustaf Hammarskjöld.

General statistics of Swedish schools were presented in the Report of the Commissioner of Education for 1881 and Swedish high schools are fully treated in the report for 1882-'83. From an official report of the Stockholm public schools (*Öfverstyrelsens för Stockholms Stads Folkskolor underdåniga Berättelse för år 1883*) the following information is taken. In the year 1862 the number of pupils attending the common schools of Stockholm was 2,456. This number gradually increased until in 1873 there were 7,821 children at school; in 1883 they numbered 11,353. In addition to these, at the last date mentioned, there were 1,826 children not in daily attendance, yet still benefiting by school instruction—in all, 13,179, an increase of 1,214 over 1882. There were 300 school rooms reported, a total of 353 teachers, and 341 classes. Besides the educational instruction given in these folkskolor there were of course other educational institutions scattered throughout the city. These included evening and Sunday schools connected in a measure with the public schools. Counting the pupils in attendance—some for all day instruction, others attending the half day schools—the total number of children who were having schooling in 1883 was 22,614. The course of study in the common schools covered religion, the mother tongue, arithmetic, writing, geography, history, natural sciences, geometry, drawing, singing, gymnastics, military exercises, and handwork. The total income for school purposes was 669,751 crowns; the expenditure for education for the year mounted up to the same in the city of Stockholm.

The *Redogörelse för Kongl. Universitet i Upsala under Läsåren, 1877–1883*, gives interesting information in regard to university instruction during those years. The year 1877 was the four hundredth anniversary of the founding of this university, and was consequently held as a festival. Still another festal occasion was in honor of Carl von Linné and Johan Ludvig Runeberg in the spring of 1878. The report covers many of the incidents connected with these celebrations, gives an account of the organization of the university, and enters quite fully into the work of the members of the faculties. The university has a fine library, an anatomical and a physiological collection, medical clinics, a pharmaceutical department, laboratories for general and analytical chemistry, zoölogical and botanical museums, a department of physics and an astronomical observatory, and a fine meteorological collection. In the philological section there are divisions for the Northern and the Romance tongues. In the department of mathematics, the subjects covered are equations, algebraic theorems, differential and integral calculus. Both military drill and gymnastics are taken up. In 1877 there were 1,517 students distributed among the faculties of theology, law, medicine, and philosophy; in 1883 there were 1,588 students in the following courses: theology, 162; law, 261; medicine, 211; philosophy, 954.

SWITZERLAND, federal republic: Area, 15,892 square miles; population, 2,846,102. Capital, Berne; population, 36,000.

The latest statistics for all the Swiss cantons were given in the Report of the Commissioner of Education for 1882-'83. The following additional information is gathered from various sources.

Aargau reports 472 male and 81 female teachers in the district schools in 1883. The

minimum salary was 800 francs; average for the whole canton, 1,139 francs. A change for the better is, however, in progress, as the commission for the revision of school affairs decided that the minimum salary for common school teachers should be 1,200 francs. The school property of the various districts reached a valuation of 6,083,918 francs; district expenditures, 1,067,239 francs; expenditures of the state, which include amounts for cantonal libraries and scientific collections, 440,429 francs. Aargau has 26 4-class district schools, with 76 principal and 107 assistant teachers. The cantonal school (Kantonsschule) numbers 134 pupils; the teachers' seminary (for males) in Wettingen, 35 pupils; and the teachers' seminary (for women) in Aarau, 42 pupils. There are 24 regular "advanced" schools (Fortbildungsschulen) and 59 private (freiwillige) ones. Four educational institutions (asylums or charity schools) are reported; 3 deaf-mute institutions, at Aarau, Baden, and Zofingen; and a reformatory at Leuzburg. The question of reducing the course in seminaries from four to three years is still undecided.

Berne (canton) reports for 1883-'84 a number of new primary school-houses, better attendance at this grade of school than heretofore, and a general decrease in the number of absentees in the primary grades. There were 7,941 poor children aided by gifts of clothing and nourishment. A total of 117 private institutions is reported, 49 of them for young children, with 5,167 pupils and 247 instructors. There were 1,918 teachers in the primary grades and 97,773 pupils in 1883-'84. The Mädchenarbeits-schulen numbered 1,789 in March, 1883, with 49,016 pupils and 1,492 women teachers. The middle schools (Mittelschulen) had 4,986 pupils and 371 teachers. The teachers' seminaries at Münchenbuchsee, Pruntrut, Hindelbank, and Delsberg had 10 classes, 215 students, and 24 instructors (male and female). At the high school (university) and veterinary school there were 565 in attendance at the winter semester of 1883-'84, and 36 of these were women. The women studied medicine or philosophy. The faculty numbered 94, 11 of whom were in the veterinary school. The deaf and dumb institution at Friesenberg had 61 pupils at the commencement of the year.

Freiburg reports that on October 1, 1884, a new primary school law went into effect. This law requires better salaries for teachers, the aid to come from the state in poorer districts; stricter school attendance; and an obligatory attendance on the advanced school (Fortbildungsschule).

Lucerne (city) had 2,925 boys and girls in school in 1883-'84, an increase of 71 over the previous year. A free hand drawing school, in which gratuitous instruction was given, led up to the industrial art school proper.

The cantonal school and the school of theology in *Lucerne* report as follows: 30 teachers for Gymnasium, Realschule, lyceum, and school of theology; 90 pupils in the 5-class Realschule; 101 in 6 classes of the Gymnasium; 34 pupils in the two courses of the lyceums; and 12 students in the 3 courses in theology; total in the institution, 237. There were 93 pupils in the school of music, 65 in the industrial art school, and 45 in the advanced school for industrial drawing. Thirteen pupils passed the examination for higher studies. Other schools of the canton report as follows: The teachers' seminary in Hitzkirch had 6 teachers and 27 pupils. The middle school in Willisau had 4 Realklassen, with 6 teachers and 46 pupils. The Progymnasium and Realschule of Sursee had 4 Realklassen and 4 gymnasial classes. Eight instructors and 44 students are connected with this school. The middle school of Münster has changed its form since the preceding year. According to governmental regulation of September 14, 1883, the third and fourth classes of the Realddivision were suspended. As at present organized there are 2 "secondary" classes and 4 progymnasial classes. The 6 teachers have charge of 31 pupils.

Thurgau is to introduce the new orthography in the schools early in 1885 and have the text books printed in the same. The Kantonsschule, which has industrial, gymnasial, musical, and military divisions, reported 189 pupils at the beginning of the course and 168 at close of the year 1883-'84.

A Swiss National Exhibition was held in 1883 at Zürich. In connection with the

Kindergarten display it is stated that most of these schools are created by special societies and it is only within a short time that the communes have taken charge. Geneva is the only canton in which the Kindergärten are cantonal institutions. In the canton of St. Gall there are 5 Kindergärten, 3 of them in the town and suburbs of St. Gall. The teachers generally receive about 600 francs in rural communities, from 800 to 1,000 francs in the towns and suburbs, and some of the principals get 1,000 francs. In some of the cantons, and at Zürich in particular, primary or elementary instruction is divided into two distinct parts: the first part or all day school has 6 years of study, or 6 classes; the second part (*Ergänzungsschule*) has 3 years of study. The lower classes are called elementary, the upper classes the *Realschule*. This differs from the German *Realschule*, which is for secondary instruction. The *Ergänzungsschule* is only obligatory two half days each week for boys and three for girls, and that only to the age of 14 or 15 years. The *Fortbildungsschulen* are professional schools, with from 2 to 20 lessons a week. At the *Gewerbeschule* in Zürich there are, however, 118 lessons in the course, the courses lasting from 3 to 12 months. A school of drawing and modelling at Basle is highly spoken of. It was founded in 1796. There were 673 pupils in the first semester of 1883 and 515 at the second semester. In the canton of Zürich the technical school of Winterthur comprises the following divisions: School of industrial arts and architecture, a school of mechanics, school of chemistry, school of drawing and modelling for artistic industries, and a school for geometricians. The municipal art schools of Geneva are among the most complete in Switzerland. They have 3 divisions: lower, middle, and higher. Among these schools is the school of industrial arts, which had 218 pupils in 1882-'83, subdivided as follows: Modelling figures and ornaments, 64; sculpture in wood and stone, 32; carving, 27; ceramics, aquarelle, and composition, 95. Needlework is taught in the primary schools 4 hours a week to children between 6 and 9 years of age, and 6 hours a week to those of 9 to 12 years. In the *Ergänzungsschule* it is obligatory (4 hours a week) for pupils of 12 to 14 years and optional (6 hours) for those of 14 to 16 years.

An interesting communication received by the Commissioner of Education in December, 1884, from Dr. Franz Mücke, of Berne, gives a detailed account of the Swiss Permanent School Exhibition, established by the Canton of Berne at Berne, and aided by the Central Swiss Government. Explanations of different subjects treated at that exhibition are quite fully given. After referring to the general opposition growing against the Kindergarten in Germany and Switzerland, Dr. Mücke turns to the subject of myopia:

Another point of general importance is the prevention of myopia. Professor Fahrner, of Zürich, and Dr. Guillaume, of Neuchâtel, have advanced a theory of their own about nearsightedness; they say that it requires too much straining of the eye to discern between the dark color of the slate, the slate book, or the "silicon" and the gray stroke of the slate or lead pencil. They therefore insist upon the necessity of writing on paper with ink. This being too expensive for poor people and the government never allowing writing and drawing utensils to be dispensed free of charge to the pupils, these gentlemen overcame the difficulty by interesting a few wealthy manufacturers in this matter, who now furnish all the writing materials for 1 franc a year to a child of the first primary class, for 2 francs to a child of the second or third class, and for 4 francs all the writing and drawing materials to each pupil of the higher classes, including ruler, compasses, gauge, &c.

The supply of these materials is exhibited, and it is astonishing indeed to see how such an amount of things can be given without loss for such a trifle. The same remark may be properly applied to the whole exposition, where one may learn how much may be accomplished by economy, integrity, and study.

Myopia and scoliosis are the most frequent diseases of school children and are considered to originate from the same cause by Dr. Pfleger, professor of ophthalmology in Berne. He avers that an improper inclination of the school desks, table, &c., causes both myopia and scoliosis. According to his theory of vision, with school children a table ought to be inclined exactly at an angle of 30° while the child is sitting in an erect position. To accomplish this he and Dr. Lüthi had a desk constructed which answers the purpose of tending to prevent myopia and scoliosis, and which is used with great benefit and universal satisfaction in the Gymnasium of Berne.

The back of the seat is well adapted to the flexure of the spine, its curvature having been determined after many experiments performed on children sitting in a straight position. The long mooted question puzzling sanitarians and philanthropists as to the possibility of giving each child a separate desk, seems to be solved by this invention or modification. The price of this school furniture does not exceed \$2.50.

In a diagram which classifies the 70 districts of Switzerland according to the average standing of the recruits who passed the official examination from 1875 up to 1881, the city of Basle takes the lead, Geneva and Zürich following as the second and third states respectively, and Berne as the nineteenth state. Such a result was rather alarming to the authorities of Berne, since compulsory education lasts 9 years, from the sixth to the fifteenth year, while in Basle 7 and in Zürich 6 years suffice to elevate the pupils to a much higher standard. To be brief, the highest rate is not obtained by the long term of 9 years' training, but by a strict enforcement of the compulsory laws, by a regular instruction, not broken by extended vacations, and by a better payment of school teachers, who are both able and willing to raise the standard of knowledge among their pupils to a higher degree within 6 years than others do within 9. It is fair to add that the Canton of Berne, by observing those rules, worked itself up to the fourth place.

I cannot finish this letter without mentioning the Association for Handiwork Schools in Basle, founded in accordance with the principles and ideas of the Danish philanthropist, Clausen-Kaas. A branch of this society was recently formed in Berne, and will commence its work in January, 1885. It is the aim of this society to cope with the general aversion of children to manual labor, to imbue their minds with perseverance, to keep them from laziness, to diffuse knowledge of ordinary work among the higher classes, and to bridge the gulf existing between them and the common people.

TURKEY (in Europe): Area, 62,028 square miles; population, 4,275,000.

The Grecian and Armenian schools of Constantinople were reported as follows at a late date. The Greeks number 300,000 persons, and they have 88 educational institutions, in which the teaching force consists of 316 persons and the pupils number 13,992 boys and 4,951 girls. The amount of money expended annually for these schools is 716,770 francs, so that each school gets an average of 8,148 francs; each pupil costs 52 francs annually.

The Armenians are 200,000 strong, with 52 schools, 219 teachers, and 5,225 boys and 2,119 girls under instruction. The amount of money expended is 368,000 francs. These figures give one school to 3,409 Greeks and one to 3,844 Armenians.

A private individual has given large amounts to the Greek schools. The German burgher school is reported to be in a fine condition, and the need of higher classes in connection with this school is freely expressed. The Italian Government has also undertaken to establish a school for the Italians resident in Constantinople, and 20,000 francs have already been given for that purpose. The Russian Government is also about to take a similar course in regard to the education of Russian youth.

According to the report of the Central Turkey College for 1883-'84 there were 102 pupils received into the college during the year. The number in actual attendance on June 10, 1884, was 99. Of the whole number of students 38 were in the preparatory department, 46 in the college proper, and 18 in the medical department. Average age of those in the preparatory, a fraction over 17½ years; in the college, a little over 20 years. Thirty of the students are members of evangelical churches; 22 of them are from the Gregorian Armenians. The general progress and discipline of the students are reported to have been better than in any previous year. The number of full professors connected with the college during the year was 7; first class assistant teachers, 3. Four were Americans and 6 Protestant Armenians. Of these, 4 were in the scientific department and 3 in the medical. Good progress is reported in the medical school. In September, 1883, a trained nurse from Scotland was added to the staff of assistants. Her labors were most successful. The financial condition of the college had improved since 1882-'83.

Four young Turkish ladies have just passed very successful examinations as school and handiwork teachers at Constantinople, and are to have positions in schools of that city. This is the first time that Turkish women have come up for these examinations.

CCXXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

ROUMELIA (Eastern): Area, 13,500 square miles; population, 1884 (estimated), 850,000.

The board of directors of public instruction in Eastern Roumelia presented the following report for 1882-'83 to the governor general:

The primary schools of the country form 50 school districts, each of which has an inspector. In this total are 27 Bulgarian districts, 3 Grecian, 16 Turkish, 1 Bulgarian Catholic and 1 Bulgarian Protestant, 1 Armenian, and 1 Jewish district. The number of schools is 616, with 39,131 pupils (29,884 boys and 9,247 girls); teachers (male), 786; female, 150. During the year the first normal school was established, at Kezanlik, with 56 pupils, 30 scholarships. Twelve pedagogical courses, of 6 weeks each, were attended by 519 male and 52 female instructors. Nine holders of scholarships were sent to other lands to study pedagogy, viz, 4 at Prague, 2 at Agram, 1 at Vienna, 1 at Moscow, and 1 in America. The six departmental school councils held eight sessions during the year. At the annual session of the provincial school council regulations for evening and Sunday schools were approved of. A plan of studies for use of the normal school was also drawn off.

The board of directors has undertaken to publish a pedagogical journal, and also to bring out a digest of school legislation from 1879 to 1883.

II.—ASIA.

BRITISH INDIA: Area, 1,383,504 square miles; population, 253,906,449.

On the 3d of February, 1882, the Government of India appointed an education commission, with a view to inquiring into the working of the existing system of public instruction and to the further extension of that system on a popular basis. The system has been developed in accordance with the policy outlined in the dispatches of 1854 and 1859, the former being the date at which the education of the whole people of India was definitely accepted as a state duty.

As set forth in the dispatch of 1854, the state undertook (1) to give pecuniary assistance on the grant in aid system to efficient schools and colleges; (2) to direct their efforts and afford them counsel and advice; (3) to encourage and reward the desire for learning in various ways, but chiefly by the establishment of universities; (4) to take measures for providing a due supply of teachers and for making the profession of teaching honorable and respected.

The second great dispatch on education, that of 1859, reiterated and confirmed the provisions of the earlier dispatch, with the single exception of the course to be adopted for promoting elementary education. It was noted that the native community failed to coöperate with the government in promoting vernacular education, and strong doubts were expressed as to the suitability of the grant in aid system, as hitherto in force, for the supply of vernacular education to the masses of the population. Such vernacular instruction should, it was suggested, be provided by the direct instrumentality of the officers of government, on the basis of some one of the plans already in operation for the improvement of indigenous schools or by any modification of those plans which might suit the circumstances of different provinces.

The expediency of imposing a special rate on the land for the provision of elementary education was also commended to the careful consideration of the government. In short, these instructions confirmed the principle of incorporating and improving the existing indigenous schools, rather than of inducing the people to set up new schools under the grant in aid systems then in force; but they also sanctioned the establishment of new schools by direct departmental agency. Accordingly, the local governments considered themselves free to adopt whichever system seemed to be best suited to local circumstances.

In the instructions to the commission created in 1882 attention is called to the fact that, although the development of elementary education was one of the main objects contemplated by the dispatch of 1854, owing to a variety of circumstances, more prog-

ress up to the present time has been made in high and middle than in primary education. While there is no disposition on the part of the government to check or hinder such progress, it is submitted that the means by which elementary education may be extended and improved should be their principal care.

In the investigation which lasted from the 10th of February, 1882, to the 16th of March, 1883, the commission embraced every grade of instruction and all classes of schools as well as the particulars of administration, finance, and legislation.

In the endeavor to collate the mass of information obtained, the commission divided the questions before it into six principal branches, as follows: (1) Indigenous and primary education; (2) secondary and collegiate education; (3) the internal administration of the education department, including the system of inspection and examinations; (4) the external relations of the education department, including grants in aid and the withdrawal of government in favor of native management of colleges and schools; (5) the education of special classes of the community requiring exceptional treatment; (6) educational legislation.

A series of propositions was drawn up on each of these subjects by the committee intrusted with its consideration. These propositions were then discussed and adopted, rejected, or modified by the commission. The conclusions arrived at were embodied in 222 specific recommendations which are to be accepted as the deliberate decisions of the commission.

It would be manifestly impossible to embody in this place a detailed abstract of the report, in which the commission sets forth the information brought to light by its labors and the conclusions formed. I shall only attempt to give a brief summary of the present condition of education in India as shown in the report of the commission, with certain of the conclusions and recommendations with reference to elementary schools and female education.

The report deals with nine provinces of India, viz, Madras, Bombay, Bengal, the Northwestern Provinces and Oude, the Punjab, the Central Provinces, Assam, Coorg, and Haidarabad assigned districts, commonly called Berar. Regret is expressed that the commission was not able to visit the outlying province of Ajmir-Mhairwara, but the report contains information of the status of education in this province derived from the administration report of the same for 1881-'82.

British Burmah is not included in the report, nor are those native states of India which, unlike the feudal states of Bombay, either administer their own systems of public instruction or else leave education entirely to private effort, without any assistance from the state.

The area of the nine provinces specified, together with Ajmir, according to the educational census of 1881, is 897,608 square miles; the total male population is 104,432,229 and the total female population 100,661,146. Speaking generally, it is stated that the governments of Bombay, the Northwestern Provinces, the Punjab, Central Provinces, Coorg, and the Haidarabad assigned districts have worked mainly on the departmental system, i. e., the establishment of new schools by direct departmental agency. The total population of these provinces amounts to more than 99,000,000, or not far short of one-half the whole population whose educational systems are under consideration of the commission.

The provinces in which primary education has been largely, if not exclusively, built upon the indigenous or aided schools are Madras, Bengal, and Assam, with a population numbering 105,500,000. In the report of the commission the phrase "public schools" includes departmental aided, as well as unaided but inspected, schools, while the phrase "departmental" is applied to schools supported by local fund committees and municipalities, as well as those which are exclusively managed by the officers of the department.

Primary schools.—The primary schools, comprising schools maintained by government, local, and municipal funds, aided schools, unaided but inspected schools, and

primary classes in high and middle schools, and in colleges in 1881-'82 numbered, for the nine provinces, 82,916, attended by 2,061,541 pupils (as against 16,473 schools, attended by 607,320 pupils, in 1870-'71). Thus it appears that 1.02 per cent. of the entire population in the nine provinces were under instruction, or if the schoolgoing population of both sexes be estimated at 15 per cent. of the whole population, then 6.78 per cent. of them were in primary schools. But these figures do not take into account the primary classes of higher schools in Bengal and Assam, which were giving instruction to about 100,000 pupils, nor yet the attendance in the indigenous elementary schools outside the state system.¹ Assuming (says the report) that altogether there were some 2,520,000 pupils under instruction in 1881-'82, this estimate, which is the most liberal that we are justified in making, would give only 8.29 per cent. of the population of schoolgoing age in the primary schools or classes of India in that year. If, again, the male population be separated from the female, then there were under primary instruction 15.48 per cent. of the male schoolgoing population, and .81 of 1 per cent. of the female schoolgoing population; while 12.55 of the male children and .80 of 1 per cent. of the female were in the primary schools recognized by the state.

As regards race or creed, the pupils in the primary schools aided or inspected by the department were distributed as follows:

	Boys.	Girls.
Hindoos	1, 543, 500	54, 842
Mahometans	363, 881	10, 683
Sikhs	7, 562	1, 490
Parsees	3, 536	1, 932
Christians	31, 284	10, 348
Others	31, 961	1, 252
Total	1, 981, 724	80, 547

The number of pupils presented for examination from primary schools in 1881-'82 was 447,479, viz, 428,171 boys and 19,328 girls. Of these, the number who met the requirements was 262,431, viz, 251,010 boys and 11,421 girls.

The standards represented in these examinations vary considerably. The lowest required that candidates should be able to read at sight with facility a moderately easy book in a vernacular language, to write to dictation from the same, and to apply the first four rules of arithmetic in simple and compound numbers.

The highest standard required reading the seventh departmental book (inclusive of the lessons on the history of ancient and modern Europe and on natural history and elementary physics); syntax, prosody, and etymology; explanation and recitation of 600 lines of classical vernacular poetry; composition; complete arithmetic, with native accounts and book-keeping; geography; history of India, and sanitary primer. There are also, as optional subjects, drawing and field instruction in agriculture.

Training of teachers.—The training of teachers has always been recognized by the department as an important branch of the work. According to statistics of 1881-'82, the total number of teachers (excluding pupil teachers) employed in the departmental and aided schools of India was 66,552. Of these, 12,243, or 18.39 per cent., were certificated. In this connection the term certificated has a somewhat wide meaning. In Bombay and the Central Provinces the certificate is only awarded to those

¹From information received up to the time of the preparation of the report, a table was presented setting forth the number of scholars in elementary schools outside the influence of the department as 253,344. The statistics supplied from the Punjab, being defective, were not included. A return subsequently received and passed by the commission shows 12,169 indigenous schools, with 135,384 pupils in the Punjab.

who have gone through a 2-year or a 3-year course in a high class training college. In some of the other provinces the term implies that the teacher has gained a pupil teacher's certificate in a primary school.

The number of training colleges in the several provinces for the same year was 106, viz: for men, 91; for women, 15; the total number of students on the rolls on March 31, 1882, was 3,886: men, 3,371; women, 515; the number of students who left with training certificates of various grades was: men, 1,551; women, 42; the expenditure on the schools was: for men, 328,636 rupees, and for women, 71,601 rupees, or a total of 400,237 rupees. (A rupee is 39 cents.)

Expenditure on primary education.—From a table setting forth in detail the expenditure on primary education in the years 1870-'71 and 1881-'82 it appears that in the former year the total cost was 3,527,420 rupees and in the latter 7,909,940 rupees. With reference to this subject the commissioners observe:

The first subject which demands notice in Table 7 is the contrast between the funds available for extending primary education in 1870-'71 and in 1881-'82. In the first year, Bombay, the Northwestern Provinces, the Punjab, the Central Provinces, and the Haidarabad assigned districts were the only provinces of India in which local and municipal funds bore any part of the burden of educating the masses. We have seen the importance which the secretary of state and the government of India attached to the levy of local rates for primary education. The advantages of associating the development of this branch of public instruction with local taxation were both financial and administrative. One argument was supplied by the inability of the imperial exchequer to find sufficient funds for so great and increasing a task; the other was suggested by the political advantage of intrusting to local boards, administering local resources, a branch of administration in which local interest and supervision could alone secure full efficiency and economy. Accordingly we find that in 1881-'82 there was no province of India, except Bengal, which had not cordially accepted the policy recommended by superior authority. The total expenditure from provincial, rural, and municipal funds in 1881-'82 on primary education was 4,263,070 rupees, of which 60 per cent. was raised locally by urban or rural boards, while 40 per cent. fell upon provincial revenues. In 1870-'71 49 per cent. of the expenditure had been paid by local rates, while 51 per cent. was furnished from provincial revenues. But the difference between 59 per cent. and 49 per cent. is not the only measure of the success that has attended the imposition of local rates. In 1881-'82 the provincial expenditure had increased over that of 1870-'71 by 33 per cent., while the local and municipal grants to primary education had increased by 105 per cent. The local fund revenue has, therefore, been vastly more elastic than the provincial grant, and this elasticity is likely to continue in future years. This comparison fails, however, to exhibit the results in the most striking light. In Bengal there are no local educational rates, and the local rates levied in Assam were imposed after the separation of the province from Bengal and long after 1871. Excluding, therefore, Bengal and Assam from the present review, it appears that in the remaining seven provinces 56 per cent. of the public expenditure on primary education in 1870-'71 was provided by local rates and 44 per cent. by imperial, or, as they are now termed, provincial revenues. In 1881-'82 the local rates contributed 69 per cent. and the provincial funds 31 per cent. of the public expenditure. In the same period the provincial grant had increased by only 12 per cent. and the local rates by 99 per cent. Thus it is evident that the extension of primary education since 1870-'71 in seven of the provinces has almost entirely depended on local resources; and it must be remarked that if its history were traced throughout each year between 1871 and 1882 it would be found that, whereas the provincial grant has varied with financial disturbances caused by war and famine, the local fund income has remained comparatively secure.

Under the head of "primary education" many special topics are discussed, as moral training, physical training, &c. With reference to the place of English in primary schools the commissioners observe:

Considerable conflict of opinion prevails as to the proper place which the study of English should occupy in primary schools or classes. Variations of practice depend to a large extent upon differences of system. In provinces where the pupils destined for higher education are separated at the earliest age from the great bulk of primary pupils and commence their education in a middle or high school, the general tendency is to begin English as soon as possible, and in some cases English is taught before the child can read or write his own vernacular. Thus, in the Bengal High School English is generally employed as the medium of instruction and is taught

from the lowest class, but in middle schools its study is discouraged until the boy has passed the third standard. In the ordinary village school of Bengal English is very rarely taught. In Madras not only is English taught as a language from the lowest class of a middle school, but it is also studied in the primary schools from the third class upwards; in other words, before the pupil has entered on the upper primary standard. The demand for English instruction in the south of India is so strong that the large attendance in primary schools is said to be due in no small measure to the popular demand for English. In Bombay, on the other hand, the department has systematically resisted every attempt to introduce the study of English until a boy has completed standard IV and reached the point where secondary education commences. Even then an English class is not attached to a purely primary school unless those who require it are prepared to pay for the extra cost. As the strictly primary course, according to the definition of the government of India, is then completed, boys who study English in a class attached to a primary school are classified as under secondary instruction. There are no primary classes attached to middle schools in Bombay, and therefore it follows that in Bombay no pupils under primary instruction are returned as studying English. The Bombay department not only believes that many good vernacular schools are liable to be spoiled by the introduction of English into the primary course, but it also argues that the preservation of the vernacular in the course of all classes of schools is required, in order that the mental progress of the scholar may be reflected in his increased power to make use of his own language. It is urged in the report of the provincial committee for Bombay that the despatch of 1854 contemplated that the vernaculars would be enriched by translations of European books or by the compositions of men imbued with the spirit of European advancement, and that the only method of thus bringing European knowledge within the reach of the masses is to give to every pupil a thorough grounding in the vernacular and to keep his attention upon it even up to the college course. In pursuance of this policy English is rigidly excluded from the primary school course. With such a variety of practice we found it impossible to lay down any rule upon the subject of English instruction which would suit the circumstances of every province. The extent to which English is at present taught to children under primary instruction in each of the large provinces of India will be seen in the table given below. But it must be noted that, owing to the peculiarities of the Bengal system already described, we are unable to show the number of pupils in the primary classes of secondary schools who are learning English. The figures given for Bengal are those of pupils in strictly primary schools. For the other provinces the figures in column 3 give the number of pupils both in primary schools and in the primary classes of secondary schools who are learning English. All that can be said regarding Bengal is that out of nearly 140,000 pupils in secondary schools more than 94,000 are in primary classes, and would in any other province of India, except Assam, be returned as primary pupils. Of them all in the primary classes in high schools are learning English, as well as some proportion of those in middle schools.

Statement showing the number of primary pupils learning English in each of the larger provinces of India.

Provinces.	Total number of pupils in all institutions learning English.	Number of pupils in primary schools or classes learning English.	Per cent. of numbers in column 3 to those in column 2.
1	2	3	4
Madras	61,098	35,591	58
Bombay	23,789		
Bengal	75,677	1,025	(a)
Northwestern Provinces and Oude	18,449	12,608	68
Punjab	11,074	7,808	70
Central Provinces	5,446	2,609	47

a The figures for Bengal exclude the primary classes in middle schools.

Female education.—On the 31st of March, 1882, the schools for girls in the nine provinces numbered 2,697 and were attended by 127,066 pupils, or .85 of 1 per cent. of the female population of school age.

During the year 1881-'82 the number of girls presented for prescribed examinations was as follows: In collegiate institutions, 5; in secondary institutions, 678; in primary institutions, 18,991; in normal institutions, 128; total, 19,802. Of these, 11,652, or 58.84 per cent., passed; 40 of these secured teachers' certificates.

The contributions from local and municipal funds for female education in all India in 1881-'82 were 107,889 rupees, the total expenditure being 847,971 rupees. With reference to the work accomplished in this respect by other than public agencies, the commissioners observe:

The commission has not before it returns showing the increase of girls' schools under native management, but there is every reason to believe that the number has largely augmented of late years. The missionaries are also extending their operations, and endowments are from time to time made by wealthy natives for the promotion of female education. The total expenditure from these and other sources, unconnected with the provincial revenues or with local or municipal funds, amounted in 1881-'82 to 442,665 rupees. This sum is more than one-half of the total expenditure on female education, excluding, of course, schools for Europeans and Eurasians, which do not come within the purview of the commission. * * *

Native associations and mixed committees of natives and Europeans interested in the cause of female education are gradually springing up. For example the Arya Mahila Samaj of Poona, composed chiefly of Maratha ladies of position, may be expected to exercise an important influence in the capital of the Deccan. Associations of natives and Europeans for the promotion of female education on a secular basis form one of the hopeful signs of the times.

From all information obtained the commissioners are forced to the conclusion that female education is still in an extremely backward condition and that it needs to be fostered in every legitimate way.

Their opinions as to the kind of effort that will prove effectual are very clearly set forth in their recommendations upon the subject, which are given hereafter.

Secondary schools.—In 1882 the secondary schools (middle and high) numbered 3,916, attended by 214,077 pupils, as follows: 1,363 government schools, with 62,525 pupils; 1,863 aided schools, with 111,018 pupils; and 690 unaided schools, with 40,534 pupils. Of these schools there were 81 for girls, with an attendance of 2,071.

The number of secondary schools is not, however, as accurate a measure of the progress of female education as the test by the number of pupils. In Bombay, for example, the secondary schools for girls are so large that, although few in number, they contain more pupils than those of any other province. The numbers of girls returned as being in the secondary stage of instruction in every province of India are here given: Madras, 389; Bombay, 555; Bengal, 211; Northwestern Provinces and Oude, 63; Punjab, 8. These figures are, of course, subject to whatever corrections may be necessitated by the different range of what is known as secondary education in different provinces.

The total expenditure for the secondary schools reported was: For the government schools, 1,893,441 rupees; for the aided schools, 1,706,576 rupees; for the unaided, 427,181 rupees; total, 4,027,198 rupees. These sums represented an average expense for each pupil in the three classes of schools as follows: For the first, 32 rupees 3 pice; for the second 16 rupees 12 annas 1 pice; for the third, 12 rupees 8 annas 11 pice. The number of pupils from these schools who presented themselves for examination was 25,200, of whom 11,716 met the requirements.

As regards race or creed the pupils in the secondary schools were distributed as follows: Hindoos, 176,306; Mahometans, 23,279; Sikhs, 564; Parsees, 2,722; native Christians, 5,526; Europeans and Eurasians in schools for natives of India, 775; others, 1,547; total, 210,719.

The total number of scholars learning English in the high and middle schools was 130,541.

Superior instruction.—Provision for superior instruction is made in English arts colleges and in Oriental colleges. The former in 1882 numbered 59, attended by 5,399 students, of whom 2,735 presented themselves at the higher university examinations, and of these 1,137 met the requirements. The expenditure on these colleges in 1881-'82 amounted to 1,352,783 rupees. The average expense for each pupil was, in departmental colleges, 354 rupees 9 annas 1 pice; in the aided colleges, 178 rupees 7 annas 7 pice; and in the unaided colleges, 97 rupees 8 annas 2 pice.

Between 1871 and 1882 the entire number of graduates was 3,311. From a partial statement of the after career of these graduates, it appears that 1,244 have entered the public service, 684 the legal profession, 225 the medical profession, and 53 the profession of civil engineering.

The total number of Oriental colleges in India in 1882 was 11, having an attendance of 1,806 students. The expenditure upon these colleges in 1882 amounted to 137,794 rupees. The average expense for each student was, in the departmental colleges, 46 rupees 6 pice; in the aided colleges, 247 rupees 7 annas 1 pice.

General summary.—The number of colleges and schools, departmental aided and unaided but inspected, thus brought under review is 87,052, attended by 2,284,608 pupils; to these may be added 25,166 private uninspected schools, with an attendance of 359,370 pupils, giving a grand total of 112,218 institutions and 2,643,978 pupils. The pupils of the public schools and colleges were distributed according to race as follows: Hindoos, 1,782,955; Mahometans, 399,711; Sikhs, 9,674; Parsees, 8,299; native Christians, 47,208; Europeans and Eurasians, 1,831; others, 34,930. The total expenditure on account of these public institutions was 16,110,282 rupees. The departmental returns for 1881-'82, including Ajmir and British Burmah, give a total of 116,048 schools, with 2,760,080 pupils.

In considering the magnitude of the work that remains to be done, the commissioners observe that the most advanced province of India (viz, Bombay) still fails to reach 75 per cent. of its male children of the schoolgoing age and 98 per cent. of its female children of that age. The census returns are equally conclusive in this view. The male population of Ajmir and of the nine provinces with which the report of the commission deals exceeds 103,000,000, of whom 94,750,000 are illiterate; while of the female population, numbering about 99,700,000, no less than 99,500,000 are returned as unable to read or write.

The recommendations of the commission form a valuable commentary on every branch of service under consideration. The following are the recommendations under the specified heads which are likely to be of most general interest to those whose business it is to foster elementary education in other countries:

Recommendations on indigenous education.—That all indigenous schools, whether high or low, be recognized and encouraged, if they serve any purpose of secular education whatsoever.

Recommendations on primary education.—(1) That primary education be regarded as the instruction of the masses through the vernacular in such subjects as will best fit them for their position in life, and be not necessarily regarded as a portion of instruction leading up to the university. * * *

(3) That while every branch of education can justly claim the fostering care of the state, it is desirable, in the present circumstances of the country, to declare the elementary education of the masses, its provision, extension, and improvement, to be that part of the educational system to which the strenuous efforts of the state should now be directed in a still larger measure than heretofore.

(4) That an attempt be made to secure the fullest possible provision for, and extension of, primary education by legislation suited to the circumstances of each province. * * *

(6) That examinations by inspecting officers be conducted as far as possible in situ, and all primary schools receiving aid be invariably inspected in situ.

(7) That, as a general rule, aid to primary schools be regulated to a large extent according to results of examination; but an exception may be made in the case of schools established in backward districts or under peculiar circumstances, which may be aided under special rules.

(8) That school-houses and furniture be of the simplest and most economical kind.

(9) That the standards of primary examinations in each province be revised with a view to simplification and to the larger introduction of practical subjects, such as native methods of arithmetic, accounts and mensuration, the elements of natural and physical science, and their application to agriculture, health, and the industrial arts; but that no attempt be made to secure general uniformity throughout India.

(10) That care be taken not to interfere with the freedom of managers of aided schools in the choice of text books.

(11) That promotion from class to class be not necessarily made to depend on the results of one fixed standard of examinations, uniform throughout the province.

(12) That physical development be promoted by the encouragement of native games, gymnastics, school drill, and other exercises suited to the circumstances of each class of school.

(13) That all inspecting officers and teachers be directed to see that the teaching and discipline of every school are such as to exert a right influence on the manners, the conduct, and the character of the children, and that, for the guidance of the masters, a special manual be prepared. * * *

(15) That the supply of normal schools, whether government or aided, be so localized as to provide for the local requirements of all primary schools, whether government or aided, within the division under each inspector.

(16) That the first charges on provincial funds assigned for primary education be the cost of its direction and inspection and the provision of adequate normal schools.

(17) That pupils in municipal or local board schools be not entirely exempted from payment of fees merely on the ground that they are the children of ratepayers.

(18) That in all board schools a certain proportion of pupils be admissible as free students on the ground of poverty, and in the case of special schools, established for the benefit of poorer classes, a general or larger exemption from payment of fees be allowed under proper authority for special reasons.

(19) That, subject to the exemption of a certain proportion of free students on account of poverty, fees, whether in money or kind, be levied in all aided schools, but the proceeds be left entirely at the disposal of the school managers.

(20) That the principle laid down in Lord Hardinge's resolution dated 11th October, 1844, be reaffirmed, i. e., that in selecting persons to fill the lowest offices under government preference be always given to candidates who can read and write.

(21) That the local governments, especially those of Bombay and of the North-western Provinces, be invited to consider the advisability of carrying out the suggestions contained in paragraph 96 of the despatch of 1854, namely, of making some educational qualification necessary to the confirmation of hereditary village officers, such as patels and lambardars.

(22) That night schools be encouraged wherever practicable.

(23) That as much elasticity as possible be permitted, both as regards the hours of the day and the seasons of the year during which the attendance of scholars is required, especially in agricultural villages and in backward districts.

(24) That primary education be extended in backward districts, especially in those inhabited mainly by aboriginal races, by the instrumentality of the department pending the creation of school boards, or by specially liberal grants in aid to those who are willing to set up and maintain schools.

(25) That all primary schools wholly maintained at the cost of the school boards, and all primary schools that are aided from the same fund and are not registered as special schools, be understood to be open to all castes and classes of the community.

(26) That such a proportion between special and other primary schools be maintained in each school district as to insure a proportionate provision for the education of all castes.

(27) That assistance be given to schools and orphanages in which poor children are taught reading, writing, and counting, with or without manual work.

(28) That primary education be declared to be that part of the whole system of public instruction which possesses an almost exclusive claim on local funds set apart for education, and a large claim on provincial revenues.

* * * * *

(32) That the general control over primary school expenditure be vested in the school boards, whether municipal or local, which may now exist or may hereafter be created for self government in each province.

(33) That the first appointment of schoolmasters in municipal or local board schools be left to the town or district boards, with the proviso that the masters be certificated or approved by the department, and their subsequent promotion or removal be regulated by the boards, subject to the approval of the department.

Recommendations on female education.—(1) That female education be treated as a legitimate charge alike on local, on municipal, and on provincial funds, and receive special encouragement.

(2) That all female schools or orphanages, whether on a religious basis or not, be eligible for aid so far as they produce any secular results, such as a knowledge of reading or of writing.

(3) That the conditions of aid to girls' schools be easier than to boys' schools and the rates higher, more especially in the case of those established for poor or for low caste girls.

(4) That the rules for grants be so framed as to allow for the fact that girls' schools generally contain a large proportion of beginners and of those who cannot attend school for so many hours a day or with such regularity as boys.

(5) That the standards of instruction for primary girls' schools be simpler than those for boys' schools and be drawn up with special reference to the requirements of home life and to the occupations open to women.

(6) That the greatest care be exercised in the selection of suitable text books for girls' schools and that the preparation for such books be encouraged.

(7) That, while fees be levied where practicable, no girls' school be debarred from a grant on account of its not levying fees.

(8) That special provision be made for girls' scholarships, to be awarded after examination, and that, with a view to encouraging girls to remain longer at school, a certain proportion of them be reserved for girls not under twelve years of age.

(9) That liberal aid be offered for the establishment in suitable localities of girls' schools in which English should be taught in addition to the vernacular.

(10) That special aid be given where necessary to girls' schools that make provision for boarders.

(11) That the department of public instruction be requested to arrange, in concert with managers of girls' schools, for the revision of the code of rules for grants in aid, in accordance with the above recommendations.

(12) That as mixed schools other than infant schools are not generally suited to the conditions of this country the attendance of girls at boys' schools be not encouraged, except in places where girls' schools cannot be maintained.

(13) That the establishment of infant schools or classes, under schoolmistresses, be liberally encouraged.

(14) That female schools be not placed under the management of local boards or of municipalities unless they express a wish to take charge of them.

(15) That the first appointment of schoolmistresses in girls' schools under the management of municipal or local boards be left to such boards, with the proviso that the mistress be either certificated or approved by the department, and that subsequent promotion or removal be regulated by the boards, subject to the approval of the department.

(16) That rules be framed to promote the gradual supersession of male by female teachers in all girls' schools.

(17) That in schools under female teachers, stipendiary pupil teacherships be generally encouraged.

(18) That the attention of local governments be invited to the question of establishing additional normal schools or classes; and that those under private management receive liberal aid, part of which might take the form of a bonus for every pupil passing the certificate examination.

(19) That the departmental certificate examinations for teachers be open to all candidates, wherever prepared.

(20) That teachers in schools for general education be encouraged by special rewards to prepare pupils for examination for teachers' certificates, and that girls be encouraged by the offer of prizes to qualify for such certificates.

(21) That liberal inducements be offered to the wives of schoolmasters to qualify as teachers, and that in suitable cases widows be trained as schoolmistresses, care being taken to provide them with sufficient protection in the places where they are to be employed as teachers.

(22) That in districts where European or Eurasian young women are required as teachers in native schools special encouragement be given to them to qualify in a vernacular language.

(23) That grants for zanana teaching be recognized as a proper charge on public funds and be given under rules which will enable the agencies engaged in that work to obtain substantial aid for such secular teaching as may be tested by an inspectress or other female agency.

(24) That associations for the promotion of female education by examinations or otherwise be recognized by the department and encouraged by grants under suitable conditions.

(25) That female inspecting agency be regarded as essential to the full development of female education and be more largely employed than hitherto.

(26) That an alternative subject in examinations suitable for girls be established, corresponding in standard to the matriculation examination, but having no relation to any existing university course.

(27) That endeavors be made to secure the services of native gentlemen interested in female education on committees for the supervision of girls' schools, and that European and native ladies be also invited to assist such committees.

JAPAN, absolute monarchy: Area, 48,456 square miles; population (1883), 36,700,118. Capital, Tōkiō; population, 823,557. Minister of public instruction, Count Ōki-Takatō.

Organization.—Japan is divided into 9 circuits, and these are subdivided into 84 provinces, besides the 2 islands, Ogasawara and Riukiu. For administrative purposes, however, the country has 3 fu (imperial cities) and 44 ken (prefectures); these have minor divisions called ku and gun, which are further subdivided for local purposes into wards and villages. The population of school age in 1882 was 5,750,946.

Besides the imperial household, there are a senate, a supreme court of judicature, and a privy council (daijōkwan), under which are the 10 ministries of foreign affairs, interior, finance, war, marine, education, agriculture, commerce, public works, and justice.

Elementary schools are managed as to local matters by ward and village committees, which are nominated by the citizens of the school district to the governor, and by him selected and appointed for not less than 4 years. Several wards or villages may unite to support a middle school or lower professional school, which is managed by a special committee selected and appointed in a similar manner. The committees and the governors of the administrative organization are supervised by the ministry of education, in which various secretaries, clerks, and vice ministers are under the orders of the minister. There are 11 bureaus in the ministry.

The minister directs the application of laws, decrees, and regulations approved by the Emperor, drafts all such matters as require the imperial approval, and issues general or specific directions to the chiefs of his bureaus for the exact performance of their duties. With the help of his officers and inspectors he examines into the condition of all schools annually, and prepares the report for the information of the council and the Emperor. All higher schools are directly under the supervision of the ministry of education, as are the curators of the principal libraries, museums, and other collections.

CCXLVIII REPORT OF THE COMMISSIONER OF EDUCATION.

The following statistical items, relating to the empire as a unit, are extracted from a series of manuscript tables most generously supplied to this Office by His Excellency Count Ōki-Takatō, the minister of education:¹

	Imperial.	Local government.	Private.	Total.
Elementary schools.....		29,589	567	30,156
Middle schools.....	1	168	6	173
Normal schools.....	2	78		80
Higher female schools.....	1	6		7
Professional schools.....	2	43	35	80
Schools for bodily culture.....	1			1
Schools of music.....	1			1
University schools.....	1			1
Miscellaneous schools.....		48	1,230	1,278
Total number of schools.....	9	29,930	1,838	31,777
Male teachers in elementary schools.....		86,672	877	87,549
Female teachers in elementary schools.....		3,828	259	4,087
Total.....		90,500	1,136	91,636
Male teachers in middle schools.....	19	1,055	33	1,107
Male teachers in normal schools.....	36	605		641
Female teachers in normal schools.....	10	37		47
Total.....	46	642		688
Male teachers in higher female schools.....		24		24
Female teachers in higher female schools.....		37		37
Total.....		61		61
Male teachers in professional schools.....	47	330	201	578
Male teachers in schools for bodily culture.....	6			6
Male teachers in schools of music.....	6			6
Female teachers in schools of music.....	3			3
Total.....	9			9
Male teachers in university schools.....	178			178
Male teachers in miscellaneous schools.....		104	1,783	1,887
Female teachers in miscellaneous schools.....		25	239	264
Total.....		129	2,022	2,151
Total male teachers.....	292	88,790	2,894	91,976
Total female teachers.....	13	3,927	498	4,438
Grand total.....	305	92,717	3,392	96,414

¹ A large amount of valuable information has been furnished to the Office from this source, and will form one of its earliest publications.

	Imperial.	Local government.	Private.	Total.
Male students in elementary schools		2, 192, 514	23, 834	2, 216, 348
Female students in elementary schools		1, 000, 075	21, 074	1, 021, 149
Total		3, 192, 589	44, 908	3, 237, 497
Male students in middle schools	219	13, 929	615	14, 763
Male students in normal schools	163	5, 640		5, 803
Female students in normal schools	101	665		766
Total	264	6, 305		6, 569
Students in higher female schools	101	349		450
Male students in professional schools	382	3, 663	3, 792	7, 837
Female students in professional schools		12	42	54
Total	382	3, 675	3, 834	7, 891
Male students in schools for bodily culture	15			15
Male students in schools of music	11			11
Male students in university schools	1, 650			1, 650
Male students in miscellaneous schools		1, 794	46, 730	48, 524
Female students in miscellaneous schools		986	8, 937	9, 923
Total		2, 780	55, 667	58, 447
Total male students	2, 440	2, 217, 540	74, 971	2, 294, 951
Total female students	202	1, 002, 087	30, 053	1, 032, 342
Total both sexes	2, 642	3, 219, 627	105, 024	3, 327, 293
Expenditures for elementary schools, in yen ¹	17, 358	465, 062		482, 420
Expenditures for middle schools, in yen	12, 490	186, 857	2, 864	202, 211
Expenditures for normal schools, in yen	52, 370	438, 411	2, 999	493, 780
Expenditures for higher female schools, in yen		10, 000		10, 000
Expenditures for professional schools, in yen	5, 190	362, 408	953	368, 551
Expenditures for libraries and Kindergärten, in yen		1, 266	243	1, 509
Other expenses		52, 229		52, 229
Total expenditures, in yen	87, 408	1, 516, 233	7, 059	1, 610, 700

¹ One yen = 85.8 cents.

III.—AFRICA.

For the latest educational statistics for Egypt, see the Report of the Commissioner of Education for 1879; those showing the condition of education in the Cape of Good Hope appeared in the report for 1882-'83.

IV.—NORTH AMERICA.

DOMINION OF CANADA: Area, 3,470,392 square miles; population, 4,324,310. Capital, Ottawa; population, 27,412.

a. NEW BRUNSWICK: Area, 27,174 square miles; population (census 1881), 321,233. Capital, Fredericton. Chief superintendent of education, William Crocket.

According to the report of the superintendent for the year ending April 30, 1883, the total number of different pupils in attendance on the free schools was 64,581, an increase over the preceding year of 314. The proportion of the population of the province enrolled during the summer term, according to the census of 1881, was 1 in 6.09, and during the winter term 1 in 6.34. The average monthly percentage of pupils daily present during the summer term was 73.45 and during the winter term 78.03. During the summer term 1,480 teachers and assistants were employed. Of these

474 were men and 1,006 women. Of the whole number 1,206 were trained. The corresponding numbers for the winter term were : Number of teachers and assistants, 1,438, viz, 481 men and 957 women ; number trained, 1,196.

The average rate of teachers' salaries per annum, from all sources, compiled from the returns of the winter term for 1883, was as follows : Male teachers of the first class, \$519.60 ; female teachers of the first class, \$319.50 ; male teachers of the second class, \$322.31 ; female teachers of the second class, \$239.28 ; male teachers of the third class, \$238.10 ; female teachers of the third class, \$195.90. All of these rates show a slight increase over the same for 1882.

There were in attendance at the normal school 191 student teachers, of whom 22 belonged to the French preparatory department.

The provincial grant for the school service for the year and six months ended 31st October, 1883, was \$236,137.08.

The legislature of the province, for a period extending over three-quarters of a century and more, has recognized the importance of secondary or intermediate education by the provision which it has made for its encouragement and support. Since 1879 the aid extended has been in the form of a maximum annual grant, fixed at \$7,000, which has been apportioned as a "superior allowance" to any common school fulfilling certain conditions. In the judgment of the present superintendent, these efforts have not accomplished the results intended, and he suggests a new plan of operations which he believes would prove more effective.

b. PRINCE EDWARD ISLAND: Area, 2,133 square miles ; population (census 1881), 108,891. Capital, Charlottetown ; population, 8,807. Chief superintendent of education, D. Montgomery.

According to the report for 1883 the number of public schools in the province was 424 ; enrolment, 21,495, viz, 11,768 boys, 9,727 girls ; average daily attendance, 11,759 ; number of teachers, 473, viz, 247 men, 226 women. The superintendent observes that public schools throughout the country are well attended, and that, with very few exceptions, the whole population between the ages of 5 and 16 is enrolled at school for some portion of the year. The record of the towns is not, he believes, quite so satisfactory. The estimated school population of Charlottetown and Royalty is 2,295 ; the enrolment in public, convent, and other schools, so far as known, is 2,026, leaving 269 as the estimated number not attending any school.

The average salaries for teachers ranged, for male teachers, from \$226.90 for teachers of the third-class to \$491.52 for teachers of the first class ; for female teachers, from \$162.16 for the third class to \$295 for the first class. The highest salary paid any teacher was \$1,000.

In the Prince of Wales College and Normal School 130 students were enrolled, viz, 36 non-professional and 94 in training for teachers.

The total government expenditure for education was \$101,193.41.

c. QUEBEC: Area, 188,688 square miles ; population (census 1881), 1,359,027. Capital, Quebec ; population, 62,446. Superintendent of public instruction, Gédéon Ouimet.

From the report of the superintendent for the scholastic year 1882-'83 it appears that the number of schools under control was 5,017 ; number of pupils, 242,723 ; average attendance, 185,892. The following statements show (1) the distribution of pupils among the various classes of schools, (2) the number of pupils in each branch of study above the simplest rudiments, (3) the number of teachers employed, and (4) the sources of income and amount expended :

(1) <i>Pupils.</i> ¹	
Pupils of primary schools	170,858
Pupils of model schools	26,378
Pupils of academies	38,278
Pupils of colleges	6,879
Pupils of normal schools	330

¹ In addition to the number of pupils here tabulated there were in special schools 1,262 ; in universities, 1,240 ; total, 245,223.

(2) *Branches.*

Pupils in history.....	88,723
Pupils in arithmetic.....	165,465
Pupils in book-keeping.....	32,970
Pupils in geography.....	84,546
Pupils in agriculture.....	31,251
Pupils in industrial drawing.....	59,834

(3) *Teachers.*

Lay male teachers.....	497
Male teachers in religious orders.....	602
Lay female teachers.....	4,443
Female teachers in religious orders.....	1,324

(4) *General contributions.*

Paid by the ratepayers:	
Annual and special assessments.....	\$639,566
Assessments for construction of buildings.....	60,745
Monthly contributions.....	1,181,034
Annual expenses of institutions of superior education.....	928,394
Total.....	2,809,739

Paid by the government:

Superior education.....	78,410
Common schools.....	155,000
Schools in poor municipalities.....	6,000
Normal schools.....	46,000
Schools for deaf-mutes.....	13,000
Books for prizes.....	9,500
Superannuated teachers.....	8,000
School inspection.....	28,745
Council of public instruction.....	1,500
Revenue from marriage licenses paid to Protestant schools.....	6,522
Total.....	352,677

The superintendent calls special attention to two suggestions made by the inspectors. The first is to determine the allotment of the subsidy granted by the legislature in proportion to the average attendance of the children at school, and not according to the census. The second relates to certificates of capacity. It would consist in abolishing the diploma for primary and second class schools and retaining only model school diplomas and those granted by normal schools. With reference to the latter the superintendent observes: "It is founded on an undeniable pedagogical axiom, namely, that more cultivated fitness is required to teach a primary than to teach a model school."

It will be remembered that in order to meet the denominational differences of the people the school organization of Quebec is under the control of two committees, viz, the Catholic committee of the council of public instruction and the Protestant committee. The report says:

During the year a special effort has been made to increase the efficiency of the Protestant schools of the province by doing away with certain customs, such as boarding around and frequent change of teachers, which prevailed in a large number of these schools. In order to secure the coöperation of all those interested in these schools a conference of the Protestant inspectors was held at the department early in January, when a definite program of desirable improvements was adopted, which was to be urged upon the attention of the school commissioners, trustees, and teachers of the Protestant schools. The English secretary of the department then visited the Protestant sections of the province and discussed the proposed changes with the commissioners and trustees of each county, who were called together for that purpose. The proposed improvements were very favorably received at these meetings and the recommendations were adopted in almost every instance. A circular containing the recommendations which had been generally accepted was accordingly issued to commissioners and trustees of Protestant schools.

Among other measures the circular recommends that the custom of boarding teachers around be dispensed with, that a uniform series of authorized text books be in-

sisted upon, that a course of study be provided for the guidance of elementary teachers; and that the engagement of teachers be made upon a secure and permanent basis.

The superintendent observes that the movement inaugurated by the Protestant committee for the improvement of the Protestant schools follows the same direction as that given to the Catholic schools of the province by the Catholic committee since 1876.

From the financial statement it appears that the sum received by the Roman Catholic school commissioners of the city of Montreal for the scholastic year 1882-'83 was \$154,866.80 and the sum disbursed by them was \$146,238.72. The sums received and disbursed by the Protestant board of school commissioners for the same year were, respectively, \$119,456.80 and \$118,950.59.

The report for 1882-'83 contained information as to British Columbia and Ontario. Later information has been received from those two provinces, and also from Nova Scotia, Newfoundland, and Manitoba, but too late for notice in this report.

MEXICO, federal republic: Area, 743,948 square miles; population (1882), 10,046,872. Capital, Mexico; population (1882), about 300,000. Secretary of justice and instruction, J. Baranda.

The date of the latest statistics from Mexico is 1875 (see Report of Commissioner of Education for 1882-'83), but certain items of general information as regards the educational institutions of that country, particularly of the City of Mexico, are presented for 1883-'84. In an address delivered on December 31, 1883, by Señor Rafael Gallardo, president of the school board of the City of Mexico, an account is given of the difficulties encountered by the ayuntamiento in the discharge of their duties as guardians of primary education. The efforts made by them toward the more general diffusion of knowledge and toward improvement of the present system of instruction are also spoken of. Lack of means is deplored, and yet, in spite of inadequate funds, seven new schools were opened during the year, making a total of 88 under the immediate superintendence of the city council. An increase over the preceding year of 2,061 in the attendance of pupils and of \$31,637 in expenditure is noticed. The salaries of teachers are paid punctually and the profession is held in high esteem. There is no law for compulsory education in Mexico, although it is believed that one will be passed ere long, as education is now considered to be of great importance, and not to be made subservient to any other branch. Señor Gallardo referred with pride to the vast improvements being made in the system of instruction; a few years ago, while the government institutions were enjoying the highest advantages, conducted on a plan that was almost perfect, and producing results that surpassed many of the European colleges, the primary schools were comparatively neglected, the only step toward progress being the introduction of the Bell and Lancaster method. The ayuntamiento awakening to the importance of keeping pace with the revolution that had taken place in Europe, and especially in Germany, in regard to elementary instruction, resolved to introduce the objective and Kindergarten systems. The Mexicans gave the plan careful study and commenced by educating a corps of teachers who would be able to put it into efficient practice. For this purpose they founded the Academia de Pedagogia, composed entirely of professors (male and female) who have made a thorough study of the subject, both theoretically and practically. The new system has been introduced with great success in the schools, and it is thought will be universally adopted. An infant school, to aid the laboring class, has also been started. The children are kept there during the day while their parents are at work, and are taught the elements. Another interesting institution is the night school for workmen, which has an attendance of 184. Among the benevolent institutions is La Cuna, a foundling hospital, which is divided into three departments, one for boys, one for girls, and a third for infants of either sex. The little ones are furnished with playthings; the larger ones are taught the branches of a primary education, as well as music, drawing, and all kinds of sewing. The "Hospicio" is another establishment, which contains some 800 boys and girls whose parents are either dead or unable

to care for them. The elements of instruction are given in the building, and later the pupils are sent to the schools of arts and trades mentioned below. Sewing, lace work, and embroidery are also taught. Mexico is doing much toward educating her daughters, and the schools devoted to girls enjoy similar advantages to those for boys. The higher colleges, such as the preparatory school of San Ildefonso, have opened their doors to women, and quite a number have entered. The School of Arts and Trades for Women numbers 368 regular attendants, varying in age from girls of twelve up to women of middle age. Every kind of instruction is free of charge; all materials and apparatus for work are likewise provided. The government also furnishes two substantial meals each day. Further assistance is given by officials, who give orders for upholstery, book-binding, and also clothing for the charitable institutions of the city. Several hours each morning are devoted to the primary branches and book-keeping. Vocal and instrumental music and painting are taught. Moulding and gilding, manufacture of artificial flowers, printing, embroidery, manufacture of trimmings, fringes, cords, &c., enter into the course. At Guadalajara, there is a similar school, where women are taught printing, photography, lithography, stenography, tailoring, shoemaking, and stocking and cloth weaving.

The Escuela de Artes y Oficios (for men) in the City of Mexico is somewhat similar to the one described above for women. In the morning primary studies, the higher branches, and mathematics are pursued; French is obligatory. The school contains 170 boys, and the government spends about \$48,000 annually on it, \$12,000 being allowed yearly for the purchase of machinery, necessary apparatus, &c. Everything is free, and there are 50 scholarships, an allowance of \$30 a month being given to the boys filling them. These scholarships are extended to all the national academies, the school of agriculture having 100 at its disposal, the preparatory 20, another school 10, and so on. When a boy has made good use of his opportunities he is allowed this pension for 5 years. A certain number of boys are also sent either to Europe or the United States, where they are permitted to stay 5 years, with a monthly allowance of \$50. In this School of Arts and Trades much attention is devoted to carpentry, the art of pottery, working in iron and brass, in electro-metallurgy, photography, lithography, and printing. There is also a gymnasium, where the boys are expected to exercise daily. Music and drawing are among the studies.

Two reformatory institutions are doing good work, viz, the Tecpara Reformatory, Santiago, and the correctional school of San Pedro y San Pablo. In the first mentioned the educational advantages are excellent, as the professors who give instruction in the various arts and trades are among the best in Mexico. Carpentry, weaving, shoemaking, printing, and tailoring are taught, and there is a complete orchestra. The institution of San Pedro y San Pablo contains 300 pupils who are taken from the dregs of the population. There is a regular school course and the different trades are taught. The boys are also put through a course of military drill.

Just as this report is going to press the Office is the recipient of a series of maps, diagrams, &c., bearing on education in Mexico and prepared for the Mexican exhibit at the exposition in New Orleans. They were kindly furnished by Señor Fernando Ferrari Perez, naturalist of the Mexican geographical exploring commission, president of the State University of Puebla de Zaragoza. The following statistics are taken from the chart of primary school instruction in the federal district, which includes the city of Mexico, the prefectures of Talpam, Tacubaya, Guadalupe Hidalgo, and Xochimilco; it was prepared by Señor Rafael Perez Gallardo, member of the special committee from that district to the New Orleans Exposition.

The number of primary schools was 400, with 657 male and 362 women professors, 167 male assistants and 165 female assistants. In these schools were 15,771 boys and 12,017 girls. The expenditures amounted to \$341,032.¹ It may be well to state that these numbers cover both public and private institutions. Some are schools for adults, others for children. These figures show the state of the educational system of the federal district down to September, 1884.

¹ The Mexican dollar is 86.4 cents.

CCLIV REPORT OF THE COMMISSIONER OF EDUCATION.

GUATEMALA, republic: Area, 41,830 square miles; population (1883), 1,276,961. Capital, Santiago de Guatemala; population, 55,728.

From the Informe dirigido al señor secretario de fomento, sobre los trabajos practicados por la oficina de estadística en el año de 1884 it is learned that \$337,235 were appropriated for public instruction in 1883, of which \$329,439 were appropriated by the state and \$7,796 by the municipalities.

The following account of the condition of education is taken from the Anales estadísticos de la República de Guatemala. Año de 1883. Tomo II:

Primary instruction.—The government of Guatemala, by a decree of December 13, 1879, guaranteed liberty of instruction, made primary education obligatory and lay and at public expense, and provided that reading, practical elements of the language of the country, object lessons, writing and linear drawing, geography and history, and morals and politeness should be taught in the elementary schools. Moreover, a course of complementary instruction was provided for those who wished to transcend the limits of primary instruction, and in this course Spanish grammar, book-keeping, elements of natural history, geography, and the history of Central America were taught.

In 1883 there were 850 free public primary schools, of which 540 were elementary schools for boys, 230 for girls, 16 were mixed, 47 were night schools for artisans (men), 1 a night school for work girls, and 1 a Sunday school for the latter. The complementary schools numbered 5 for boys and 4 for girls. The attendance was 39,642 pupils, 27,974 males and 11,668 females, and 735 male and 302 female teachers were employed. The appropriation was \$241,499, so that each pupil cost an average of \$6.09 a year. There is a system of school inspection, and the reports of the inspector led to a correction of defects in instruction, &c., where any were found. Pedagogical conferences are also mentioned, which were attended by a large number of teachers. The private primary schools numbered 55, of which 48 were elementary and 7 complementary, and had an attendance of 1,870 pupils. They were supported at an expense of \$79,210, supplied by private individuals, and an appropriation from the government of \$4,944, making a total of \$84,154.

Secondary instruction.—The institutions of secondary instruction are established by the law of public instruction for amplifying the knowledge and instruction given in the elementary and complementary schools. Normal schools are included in the secondary grade. Subjects of practical utility, such as modern languages, book-keeping, mechanics, &c., are included in the secondary course, in addition to those which are continuations of the elementary course.

The most important of the secondary schools is the National Central Institute for Young Men, at Guatemala, which has a physical and chemical laboratory, a mineralogical and geological collection, &c., and a collection of all the products of the country. This institution had a director and 27 teachers in the school year 1883-'84 and 259 students. The Central Institute for Young Women, which also has a physical and chemical laboratory and a large collection of scientific maps, had a principal and 10 teachers in 1883 and 112 pupils. There are 3 other secondary institutions in the country, which had 1 principal each and a total of 39 teachers and 336 students in 1883. The total expenditure was \$79,528.

Professional and special instruction.—The law school, the medical school, and the engineering school at Guatemala and the law school at Quezaltenango had 40 professors and 133 students, of whom 52 were law students, 70 were medical, and 11 were students of engineering. These institutions cost \$24,903 in 1883.

The special institutions were the national school of music, with 1 director and 6 teachers and 66 students in 1883; the business college, with 6 teachers, besides the director, and 50 students; a deaf-mute college, with 1 teacher and 1 director and 9 students; a drawing school, with a director and 1 teacher and 62 students, and a school of arts and trades, with a principal, 6 teachers, and 55 students. These institutions received an appropriation of \$21,726.

COSTA RICA, republic: Area, 26,040 square miles; population, 190,000. Capital, San José; population, 18,000.

According to the Memoria de relaciones exteriores, instrucción pública, justicia y gracia, culto y beneficencia, *primary instruction* is gratuitous, obligatory, and in charge of the state in this republic. In the province of San José 54 schools were reported, with a total of 3,062 pupils. The course of study embraces reading, orthoepy, writing, orthography, arithmetic, geometry, history, geography, Castilian grammar, Christian doctrine and morals, and, in the schools for girls, needlework and embroidery. In the province of Cartago 39 schools and 2,893 pupils are found. The branches are reading, writing, arithmetic, grammar, geography, morals, and religion. The girls in all the provinces have instruction in needlework and embroidery. In the province of Alajuela reading, writing, religion, morals, politeness, profane and sacred history, Castilian grammar, elements of geography and geometry are taught in the 71 schools to 3,345 pupils. The province of Heredia has 30 schools and 1,973 children in attendance. The course of study is the same as in the province of Cartago. The Guanacaste province has 35 schools and 1,114 pupils. Here the studies vary according to the schools. In the central schools for boys they are reading, writing, arithmetic, grammar, geography, geometry, sacred history, religion, morals, and politeness. In the central schools for girls the studies are the same, except geometry, which is replaced by handiwork. In the elementary district schools for boys, reading, writing, arithmetic, religion, morals, politeness, and sacred history are taught; in those for girls, handiwork is added. In the district of Puntarenas, which includes Puntarenas, Esparta, and Nances, there 5 schools and 250 pupils. The course of study comprises reading, writing, arithmetic, geography, religion, Castilian grammar, morals, and sacred history. A lack of competent teachers is spoken of for the primary grades and the suggestion is offered that a normal school be created in each province so as to produce a finer corps of teachers.

Secondary instruction is represented by the following colleges: The Instituto Universitario de San José, which was opened May 4, 1884, has courses leading to bachelor and master of arts, and preparatory literary and scientific courses; the Colegio de San Luis Gonzaga, founded in 1869, and having 106 pupils in 1883; the College of San Augustin, in the province of Heredia, with 22 pupils and a 6-year course; the College Seminary of the Compañía de San Vicente de Paul, a 6-year course, leading to B. A. and M. A.; the Colegios de Nuestra Señora de Sión, for girls, situated in San José and Alajuela; the Colegio del Sagrado Corazón de Jesús, which had preparatory, middle, and superior classes, with 112 pupils in 1884; the Colegio Central, which had 78 pupils in the preparatory and higher division; and the Colegio Josefino, from which no information was received. In the colleges for boys there are courses in the humanities, philosophy, industries, agriculture, and commerce according to regulations of 1869. Still up to the present time the courses have been mainly literary, owing to the lack of proper apparatus for scientific branches. Changes are to be made, however, in this matter, and a bill is under discussion to reform secondary education, while, in regard to primary instruction, a delegate has been sent to New York to study the American system with the object of making material changes in that grade.

Professional instruction is limited to the faculty of jurisprudence, created by law of July 4, 1874, and that of civil engineering, by law of November 17 and 18, 1881, although it is intended soon to open schools of medicine, surgery, and pharmacy. The Universidad de Santo Tomás, however, has courses for both secondary and professional instruction, and considerable apparatus for natural and physical sciences and mathematics has been gathered together here. The reason stated for the lack of professional schools is that many students in the numerous secondary schools are required by their parents to enter into agriculture or commerce as a means of livelihood and no opportunity is given to continue in higher branches of education.

V.—SOUTH AMERICA.

ARGENTINE REPUBLIC: Area (estimated): provinces, 515,700 square miles; territories, 609,386 square miles; population of provinces (1882), 2,830,000; of territories, 122,763. Capital, Buenos Ayres; population (February, 1884), 283,758. Minister of justice, worship, and public instruction, Dr. Eduardo Wilde. President of the national council of education, Dr. Benjamin Zorrilla.

An important movement in education was the promulgation of the law on public education on July 8, 1884. The following is a summary of the leading features of the law: The school age is from 6 to 14 years and primary instruction is obligatory, free, and graded, and must be given in accordance with the principles of hygiene. Instruction may be given in public or private schools or at home and is to be tested by examinations. Attendance will be enforced by admonition and fines, and, in extreme cases, children may be taken to school by the authorities. In the cities every neighborhood of from 1,000 to 1,500 persons, and in the country every neighborhood of from 300 to 500 persons, constitutes a school district and is entitled to at least one public school, in which the primary instruction prescribed by the present law shall be given in all its extent. This obligatory instruction comprises the following subjects as a minimum: reading and writing, arithmetic (the first four rules for whole numbers, the decimal metric system, and the national law for money, weights, and measures), geography of the Argentine Republic and elements of general geography, history of the republic and elements of general history, native language, morals and politeness, elements of hygiene, of mathematics, physics, and natural history, elements of drawing and vocal music, gymnastics, and the national constitution. Girls are also obliged to learn handiwork and the rudiments of domestic economy and boys must receive instruction in light military exercises and, in the country districts, in agriculture and stock raising. Religious instruction is to be given by the authorized ministers of different sects to the children of their respective faiths before or after school hours. Children from 6 to 10 years old will be taught, preferably in mixed schools, by female teachers. Besides the common primary schools (divided into infant, elementary, and superior schools), Kindergarten, adult, and ambulatory schools are established in suitable districts in town and country, as found desirable. In building school-houses and providing furniture and material for them the principles of hygiene are to be observed. Medical and hygienic inspection of schools is obligatory, as is also vaccination of the pupils at certain periods. An annual census is to be taken of all persons in charge of children of school age, giving the number, age, sex, and religion of such persons and the domicile of the children. Persons not complying with this section of the law will be fined, as will also teachers who receive unenrolled children into their schools. A register of attendance must also be strictly kept. Non-attendance at school will be punished and complete school statistics are provided for. Public school teachers are required to possess certificates or diplomas of capacity as graduates of normal schools, or, if foreigners, they must obtain them from the school authorities. They are required to teach according to the prescribed programs, attend lectures on pedagogics, keep the registers of attendance, statistics, &c., and are forbidden to receive any emolument from the parents of the children, award any unauthorized prizes, inflict corporal punishment, or exercise any calling which may interfere with their duties as teachers. Provision is made for pensioning teachers who have become incapable of further service. Twice a year the primary schools of each district are to be inspected with a view to ascertaining their actual condition in respect to instruction and their conformity to the requirements of hygiene. A permanent common school fund is established by setting aside a percentage of the amounts received from the sale of public lands, from fines, &c. The administration and direction of schools is in charge of the national council of education, which is established at Buenos Ayres under the ministry of public instruction. This council is required to submit an annual report to the minister and has full control over all school affairs in the country. The council held a hundred sessions in 1884, reports of which are published in *El Monitor de la Educacion Comun*, which contained the law above given.

The following statistics of primary education are taken from the Informe sobre el estado de la educacion comun en la capital, provincias, colonias y territorios nacionales, durante el año 1883, by Dr. D. B. Zorrilla, president of the national council: Nine new schools were erected in the capital district during 1883; the maximum enrolment was 23,586 and attendance 20,050, against 21,698 and 17,885, respectively, the previous year. Adding the figures for private schools to the above, it is found that there was a total enrolment of 35,265, with a mean attendance of 30,387. The school population was 51,785. The average of public schools of all kinds in operation in the capital during the year was 170, with a maximum of 175 in July and a minimum of 152 in December. The average number of teachers was 500, the average enrolment was 21,906, and attendance 18,787. The average monthly outlay for salaries, rents, &c., was 34,261.56 pesos fuertes. There were 118 private schools, with 545 teachers, 11,679 enrolled pupils, and an attendance of 10,337. The following is a statement of the condition of primary education in all the provinces of the republic as far as the number of schools, teachers, and pupils can show it. The table does not include normal schools and national colleges, which are said to have increased in the last few years, because such institutions are without the jurisdiction of the authority which prepared the report.

Provinces and territories.	Number of schools.	Number of teachers.			Enrolment.			Attendance.	Teachers' average monthly pay.	Monthly expenditure for teachers.
		Male.	Female.	Total.	Boys.	Girls.	Total.			
Buenos Ayres (city)...	174	160	347	507	11,007	12,579	23,586	20,050	<i>Pesos. a</i> 40.36	<i>Pesos. a</i> 20,382.00
Buenos Ayres (province)...	380	325	358	683	14,041	12,310	26,351	26,690	37.87	26,876.85
Cordoba (province)...	84	55	34	89	3,105	1,647	4,752	4,370	30.86	2,746.16
Cordoba (municipality)...	27	30	23	53	1,452	1,059	2,511	1,986	24.71	1,310.00
Corrientes	103	92	64	156	3,126	1,818	4,944	4,085	25.00	3,908.81
Catamarca	42	36	20	56	1,746	995	2,741	2,382	20.78	1,163.84
Entre Rios	63	55	50	105	1,995	1,772	3,767	3,290	41.38	4,345.16
Jujuy	27	18	15	33	604	428	1,032	919	17.96	592.67
La Rioja	69	44	42	86	2,080	1,617	3,697	3,113	29.69	2,553.80
Mendoza	71	73	68	141	3,127	2,121	5,248	4,454	15.12	2,133.74
San Juan	48	41	79	120	2,386	2,223	4,609	3,667	17.33	2,079.84
San Luis	91	67	74	141	3,050	2,448	5,498	4,655	26.92	3,796.51
Salta	71	55	64	119	2,816	2,031	4,847	4,494	18.15	2,166.29
Santa Fé	103	34	74	108	2,317	2,726	5,043	3,606	35.58	3,823.33
Santiago del Estero...	19	12	19	22	560	394	954	923	28.54	628.00
Tucuman (province)...	60	52	25	77	2,276	1,368	3,644	2,960	22.05	1,697.98
Tucuman (municipality)...	14	20	45	65	1,172	1,773	2,945	2,373	22.81	1,483.18
Tucuman (monteros) ..	9	7	6	13	448	229	677	547	21.23	276.36
Caroya (colony)	2	1	1	2	90	43	133	103	56.80	113.66
Chubut (colony)	1	1	1	2	27	26	53	41	72.33	144.66
General Alvear (colony)...	1	1	1	2	22	14	36	19	56.80	113.66
General Mitre (colony)...	1	1	1	2	49	31	80	49	56.80	113.66
General Roca (colony)...	1	1	1	2	90	37	127	127	20.50	41.00
General Conesa (colony)...	1	1	1	2	19	13	32	31	56.80	113.66
General Acha (colony)...	1	1	1	2	51	38	89	89	56.80	113.66
Las Toscas (colony Chaco)...	1	1	0	1	39	33	72	60	72.33	72.33

a One peso = 96½ cents.

CCLVIII REPORT OF THE COMMISSIONER OF EDUCATION.

Provinces and territories.	Number of schools.	Number of teachers.			Enrolment.			Attendance.	Teachers' average monthly pay.	Monthly expenditure for teachers.
		Male.	Female.	Total.	Boys.	Girls.	Total.			
Martin Garcia (Island)	1	0	1	1	18	16	34	34	<i>Pesos.a</i> 60.00	<i>Pesos.a</i> 60.00
Misiones (Concepcion colony).	1	1	0	1	26	0	26	26	72.33	72.33
Reconquista (colony)	2	1	1	2	104	49	153	140	61.66	123.99
Resistencia (colony)	1	1	1	2	22	8	30	22	56.80	113.66
San Javier (colony Patagonia).	1	1	1	2	48	28	76	42	56.80	113.66
Viedma (colony Patagonia).	2	1	1	2	25	65	90	75	56.80	113.66
Villa Formosa (colony Chaco).	1	1	2	3	43	41	84	34	72.33	144.66
Total	1,473	1,190	1,412	2,602	57,981	49,980	107,961	89,456	.....	83,542.67
Average .....	.....	.....	.....	.....	.....	.....	.....	.....	41.27	.....

α One peso = 96½ cents.

BRAZIL, constitutional empire: Area, 3,287,964 square miles; population, 9,930,478. Capital, Rio de Janeiro; population, 274,972.

From a long and interesting article on education in Brazil by F. J. de Santa-Anna Nery, published in the *Revue Pédagogique* of September 15, 1884, the following statements are taken :

No statistical tables embracing the whole country have been published since 1876, and yet since that date there have been great developments in public instruction. For instance, in the province of Pará, where there were only 131 public primary schools in 1872, there were in 1882 more than double that number; that is, 267. In the province of the Amazon the public primaries numbered 28 in 1872, with 782 pupils, to 92 in 1882, with 2,470 children in attendance, and more than a dozen others have been established since then. In 1869 the whole empire had 3,516 public primary schools and 115,735 pupils; that is, 1 school to 2,394 free inhabitants in a total population of 8,419,672 free citizens. According to the census of 1872 there were 1,902,424 persons of school age (6 to 15), and on this basis Brazil had in 1869 1 school to 541 children. In 1876 the 6,000 primary grades had 200,000 pupils, or 1 school to 1,250 inhabitants or to 314 children of school age. This shows for the period mentioned an increase of 2,500 schools and 85,000 pupils. Evening schools for adults are not included in the above. There were 117 of these, of primary grade, in 1876 to 1 in 1869. The capital of Brazil had 1 school to 210 persons of school age in 1876. In 1879 a decree of the minister of the interior, education, and worship made primary education even more liberal than before (gratuitous instruction existed since 1824 and obligatory instruction in many provinces for a long time), as absolute liberty of instruction was guaranteed; any person could teach whatever he wished without having a certificate, the only requisite being attention to morals and hygiene, and by this decree primary instruction became obligatory for children between 7 and 14 years of age. The following table is stated to be quite complete for the provinces of the empire as showing the present state of primary and secondary education in Brazil:

Provinces.	Population.	Number of public primary schools.	Number of private primary schools.	Number of secondary schools, both public and private.	Number of primary normal schools.	Number of pupils attending the schools.	School funds of each province.	School funds contributed per inhabitant.
							<i>Francs.</i>	<i>Francs.</i>
Amazon	58,000	99	8	7	1	2,670	1,125,000	19.39
Pará	275,000	289	36	15	1	4,302	620,000	2.25
Maramhão	359,000	150	14	13	?	13,583	310,000	0.86
Piahy	202,000	67	2	4	?	2,701	124,000	0.61
Ceará	722,000	325	15	15	1	16,220	450,000	0.62
Rio Grande do Norte	234,000	99	19	8	?	4,701	225,000	0.96
Parahiba	376,000	109	?	10	?	4,524	250,000	0.66
Pernambuco	842,000	686	161	30	1	23,370	1,350,000	1.60
Alagôas	348,000	134	114	9	1	9,483	300,000	0.86
Sergipe	176,000	206	22	11	1	5,234	440,000	2.50
Bahia	1,380,000	576	55	22	1	104,003	1,190,000	0.86
Espirito Santo	82,000	105	7	2	?	2,287	192,000	2.34
Rio de Janeiro (province).	783,000	597	86	38	1	20,816	1,470,000	1.85
Rio de Janeiro (city)	275,000	113	121	64	1	10,046	2,250,000	8.18
São Paulo	837,000	766	117	28	1	23,613	1,135,000	1.35
Paraná	127,000	185	15	15	?	4,424	335,000	2.63
Sta. Catharina	160,000	144	20	2	?	5,214	200,000	1.25
Rio Grande do Sul	435,000	402	413	8	1	18,000	630,000	1.44
Minas Geraes	2,040,000	1,073	150	72	7	31,908	2,115,000	1.03
Goyaz	160,000	95	10	3	?	3,806	120,000	0.75
Matto Grosso	60,000	51	7	3	?	1,219	60,000	1.00
Total	9,931,000	7,261	1,390	376	18	762,224	14,891,000	.....

Secondary instruction is regulated by the same laws as primary education, so far as the principles of decentralization are concerned, but it is not gratuitous. The government interferes only in regulating the branches required for admission to superior schools. Still the State supports two establishments for secondary instruction in the provinces, viz, the preparatory courses annexed to the faculties of law of São Paulo and Pernambuco. In other cases the secondary schools depend for their maintenance on the local authorities. In the city of Rio de Janeiro, where all grades of instruction receive state aid, there are several kinds of secondary schools. Some are public institutions* in charge of the state, others private, and yet others subsidized by the state, but retaining their own entity. The first of these state institutions is the Imperial College of Dom Pedro II. It has elementary and secondary divisions. Portuguese, French, English, Italian, German, Greek, religion, geography, cosmography, chorography of Brazil, general and national history, mathematics, physics, chemistry, natural history, rhetoric, literature (national and foreign), and philosophy are taught. On the conclusion of the course the student receives the degree of B. LIT. (bachelier ès-lettres), which admits to higher schools without other examination. This is the only establishment conferring this degree. About 400 pupils attend annually. Among the institutions subsidized by the state the Pharmaceutical Institute has about 400 pupils. It has a course in humanities, leading to the higher schools. In 1881 there were 62 private secondary schools in Rio de Janeiro, 27 for boys and 35 for girls. More than 3,000 pupils attended. Each province has at least one lyceum in its principal town. In all Brazil there are about 350 private secondary schools. Special attention is paid to the modern languages in these schools.

Superior instruction is under state control. Within the past few years great progress has been made in this grade of instruction in Brazil. Special chairs have been founded, cabinets of physics and chemistry established, fine laboratories have been arranged, so as to give practical instruction, and the polytechnic school has been re-organized. The principal establishments for superior education in Brazil are the two faculties of law at São Paulo and Pernambuco, the two faculties of medicine at Rio de Janeiro and Bahia, the Polytechnic of Rio de Janeiro, and the School of Mines of Ouro Preto. Each of the legal courses is 5 years in length and each has 11 chairs, occupied by professors who have 6 assistants or substitutes. The students become bachelors of law at the end of 5 years. The two faculties of medicine, and especially that of Rio, have experienced a radical change within the last 4 years, and much progress has been made in practical instruction. Additional laboratories have been arranged, new chairs have been created, &c. No one may practise medicine in Brazil unless he has the degree of doctor of medicine. The polytechnic school of Rio de Janeiro has a preparatory school, a general course, and 6 special courses. Students on finishing the course chosen receive either the diploma of bachelor of physical and natural sciences or that of topographical, civil, mining, or mechanical engineer. During vacations the students are taken out on excursions by the professors. The School of Mines at Ouro Preto, in the province of Minas Geraes, is of recent date. It was established in 1876 and the instruction is entirely gratuitous. The school receives aid from the state and a subsidy from the provincial government. There are 3 courses of study, each of 1 year. The school has already sent out a corps of mining engineers, whose work in the mines of the province is considered valuable. In connection with this higher grade of education there are courses at the national museum, and in 1882 a Brazilian anthropological exhibition was organized by M. L. Netto, the director, and fine work is done at the astronomical observatory, and also at Rio de Janeiro.

Special instruction is given in state institutions, in institutions under provincial charge, and in many private establishments. Among the state schools are the military schools of Rio de Janeiro and Rio Grande do Sul and the naval institute at Rio de Janeiro. Preparatory courses and courses in the humanities are annexed to the military schools and diplomas for mathematics and for military engineering are conferred. The preparatory course in the military school at Rio de Janeiro covers Portuguese, French, English, elementary mathematics, geography, history, and linear drawing. A higher course is of 5 years in duration and leads to the diploma of military engineer. The other military school has a 3-year course. The naval school has preparatory and higher courses, the latter 4 years in length. Other special schools are the School of Fine Arts, the Conservatory of Music at Rio de Janeiro, the Asylum for Abandoned Children, in the same city, the Agricultural Asylum at Rio, the rural establishment of St. Pierre d'Alcantara, in the province of Piahy, which has as object the educating of former slaves and their descendants, freed by law of September 28, 1871, and the Imperial Institute of Bahia. This last establishment has cabinets of physics and chemistry, a collection of models for study of veterinary science and comparative anatomy, and a library containing 8,000 volumes. A course in agronomy has been founded here, with a 4-year course of study. In 1883 there were 24 pupils in the elementary courses and 45 in the agronomical course. A model farm is annexed to this school. In 1884 a French veterinary surgeon was engaged by the Brazilian government to found a veterinary and agricultural school at Rio Grande do Sul. A certain number of provinces maintain well established technical schools. The Amazon province has a professional school (Instituto Amazonense), with about 150 receiving elementary and professional instruction. Other establishments of the province are an orphan asylum and an agricultural course annexed to the botanical museum. In the province of Minas Geraes, at Ouro Preto, there is a pharmaceutical course of 3 years' duration, with 6 chairs; at Serro, a small lyceum of arts and trades; at Piracicaba, a school of agriculture. In the province of Pará a professional school, Instituto de Educandos, has 92 pupils. There are similar establishments in other provinces. Two private institutions merit mention on account of their organization. The

first is at Rio de Janeiro, where, under the title of Lyceum of Arts and Trades, it groups together a number of professors who give gratuitous instruction in their specialties. Foreigners and natives of both sexes are admitted to the courses. This establishment is in a fine edifice, has all the apparatus necessary for the instruction given, and is maintained mostly by private individuals, although the state gives a certain sum to assist in supporting it. The second of these institutions is the School of Agriculture, Arts, and Trades, founded by the bishop of Pará, near the principal town of the province. There are a number of well appointed shops connected with this establishment. In the past year an international pedagogical exposition was organized at Rio de Janeiro. This exposition was crowned with success, although its organizers only depended on private funds. A permanent school museum was established as a result of this exhibition. Although so much has been done for education in Brazil, it is stated that technical education is not yet sufficiently developed, while education in general suffers from a lack of experienced teachers.

CHILI: Republic; area, 256,399 square miles; population (1882), 2,271,949. Capital, Santiago; population, 200,000. Minister of justice, worship, and public instruction, José I. Vergara.

The following is a brief summary of a report on education made by the Chilean minister of justice, worship, and public instruction to the national congress in 1884 (*Memoria del ministro de justicia, culto e instruccion pública, presentada al congreso nacional en 1884*):

Primary instruction.—The inspector general of schools was commissioned by the government to visit Europe and engage directors and teachers for the normal schools of Chili, in order to introduce a systematic reform in the methods of instruction in those schools. The salaries for directors are fixed at 3,000 pesos (\$2,736); 1,500 pesos (\$1,368) for male teachers; for directresses, 2,400 pesos (\$2,188); for assistant directresses, 1,500 pesos (\$1,368), and for female teachers 1,000 pesos (\$912) a year. Besides this importation of foreign teachers students of the normal schools were sent to Europe during the year 1884 to complete their studies under a contract to teach in primary branches for 7 years after their return.

Appropriations for school buildings during the scholastic year amounted to 200,000 pesos (\$182,400), and 30,000 pesos (\$27,360) were appropriated for text books, material for teaching, and school furniture. The normal school for males had 120 students at the close of the scholastic year. Fourteen persons obtained certificates as teachers at the close of the 4-year course. The normal school for females at Santiago had 79 students and that at Chillan 23 students during the scholastic year.

The number of public schools at the close of 1883 was 736, divided as follows:

Elementary schools for boys.....	240
Elementary schools for girls.....	188
Elementary schools for both sexes	287
Superior schools for boys.....	16
Superior schools for girls	5
Total	736

The enrolment was as follows:

City schools for boys	19,563
Rural schools for boys.....	17,702
City schools for girls.....	18,339
Rural schools for girls.....	14,778
Total.....	70,382

The average attendance was:

City schools for boys	14,102
Rural schools for boys.....	12,225
City schools for girls.....	12,936
Rural schools for girls.....	10,503
Total	49,766

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The private schools numbered 495, of which 186 were boys' schools, 122 girls' schools, and 187 were mixed. These schools were attended by 13,125 boys and 9,783 girls, making a total of 22,908.

Secondary instruction.—The following table shows the attendance at the various secondary institutions in 1883 and 1884:

Name of institution.	Attendance.		Increase.	Decrease.
	1883.	1884.		
National Institute	1,148	1,158	10	.....
Lycée of —				
Copiapó.....	241	207	.....	34
Serena.....	345	277	.....	68
San Felipe.....	214	248	34	.....
Valparaíso.....	315	415	100	.....
Rancagua.....	143	136	.....	12
San Fernando.....	92	103	11	.....
Curicó.....	106	133	27	.....
Talca.....	332	353	21	.....
Linares.....	106	92	.....	14
Cauquén.....	95	123	28	.....
Chillán.....	182	201	19	.....
Concepción.....	328	345	17	.....
Los Angeles.....	152	182	30	.....
Lebu.....	58	50	.....	8
Valdivia.....	95	101	6	.....
Melipulli.....	57	66	9	.....
Ancud.....	83	117	34	.....
Total	4,097	4,307	346	136

This shows a total increase of 210 from 1883 to 1884. The lycées of Copiapó and Serena, which show the greatest falling off in attendance, are in the mining districts of the country, where the population is less stable than elsewhere, and a table of the attendance at those institutions from 1880 shows wide fluctuations from year to year, but with a total increase. The total number of examinations in all these institutions was 11,072, with 1,813 rejections, or 16 per cent. of the total.

The course of study in these lycées comprises Latin, Spanish, English, French, Italian, German, geography, arithmetic, elements of algebra and trigonometry, geometry and lineal drawing, book-keeping, elements of physics and chemistry and mechanics, natural history and physical geography, philosophy, sacred history and the catechism, history of America and Chili, ancient Greek and Roman history, modern history, and the contemporary history of America and Chili. In some of them a practical turn is given to the instruction by inducing the students to form herbariums, draw maps, solve problems, prepare essays, &c. The Chilean legation at Paris has forwarded the collection of books purchased for the libraries of the lycées. The collection cost 15,000 pesos (about \$14,000), and was selected by a commission of competent persons skilled in various branches of learning.

Superior instruction.—The minister gives an account of the various regulations submitted to the government by the council of public instruction during the preceding scholastic year affecting the classification of studies, examinations, prizes, &c., in different faculties of the university and defining the rights and duties of the rector and pro-rector. The council proposed the creation of new classes for superior instruction in mathematics and allied sciences, among which are those of mechanics and the construction of machinery and an auxiliary class of inorganic chemistry. For the first of these a

professor had already been provided, and instructions were given to the Chilean legation in Germany to engage the services of a professor to give instruction in inorganic chemistry, in addition to the regular professor of that branch of study. The auxiliary class was made necessary by the increasing number of students of medicine and mathematics who wished to study chemistry. Owing to the great development which chemistry, mineralogy, and geology have made in recent years it was deemed advisable to obtain the services of more than one professor in Germany. Accordingly a professor of inorganic and analytical chemistry (including assaying and mineralogy) is to be obtained from Freiberg, and the Chilean minister is looking for another to give instruction in geology and allied branches, subjects which have been hitherto somewhat neglected in the university course in Chili. The number of students in the different faculties during 1883-'84 was as follows: Law, 349; medicine, 256; mathematics, 21; pharmacy, 90; fine arts, 62; total, 778. The small number of students in the mathematical faculty is accounted for by the rector as being partly due to the slight esteem in which the title of engineer is held if the degree has been obtained in Chili and to the preference given to foreign engineers for directing private and public works. Persons studying engineering in the university of the National Institute of Chili do not have the same opportunities of studying practical applications of that branch as others who have studied in Europe or the United States. To remedy this defect, improved apparatus, instruments, machinery, &c., have been purchased in Europe, the physical laboratory is being supplied with material of constant use in the arts, and two students of the university have been selected to pursue a 3-year course of study in Europe, one to devote himself to general and analytical chemistry (including assaying), mineralogy, and geology, and the other to mechanics and the construction of machines. These students will be qualified to teach the branches mentioned on their return to Chili and supply vacancies in the corps of professors. During the scholastic year there were 2,279 examinations, distributed into 1,157 in the faculty of law, 993 in the medical, and 129 in the mathematical faculties. The results were: 1,014 candidates passed and 143 were rejected in the faculty of law, 811 passed and 182 rejected in the medical faculty, and 102 passed and 27 rejected in the mathematical faculty. This makes a total of 1,927 successful candidates and 352 rejected, the latter thus amounting to a little over 15 per cent. of the total number of candidates.

The university library contains 7,619 volumes and is constantly increasing by gifts and otherwise. Between the years 1878 and 1884 accessions to the library amounted to 1,532 volumes, mostly contributed by the Smithsonian Institution at Washington. About 200 volumes of the total number are upon medical subjects, 350 are devoted to law, 1,500 to literature, history, travels, &c., and the rest to the natural sciences and mathematics.

Special institutions.—The national library has 65,094 volumes of all kinds and was consulted by 6,492 readers from April, 1883, to April, 1884. A commission was appointed by the government the preceding year to recommend the purchase of books for the library. The matter was placed in charge of the Chilean legation at Paris and many of the books bought by it had been received in the course of the year 1884.

The director of the national observatory was placed in charge of the newly organized meteorological service in March, 1884. Daily observations were ordered and the results were telegraphed to the observatory and published as soon as reduced.

Chili sent the director of the hydrographic bureau as a delegate to the meridian conference at Washington.

The director of the national museum has recommended a scientific expedition to collect specimens of the fauna and flora of the newly acquired provinces of Chili, which are as yet little known.

The conservatory of music had 389 students in 1884, of whom 94 were males and 295 females.

The government took steps during the year towards a reorganization of the school

of arts and industries. The master of the machine shop was sent to Europe to purchase material and visit the more important industrial establishments of the continent. Two students were also sent to Europe to study steam engineering and foundry work. After their return they are to serve as heads of those departments in the school for seven years. The new director of the school is a graduate of the *École Centrale* of Paris and has had practical experience in his profession in France. The amount appropriated for the purchase of new machinery, tools, and material was 14,000 pesos (nearly \$12,800). The value of the material in May, 1884, was 84,612 pesos (\$77,166).

Among the private schools may be mentioned the Santiago College for Young Ladies and Young Men, which gives instruction from American text books, &c., and employs American teachers.

The statistics of schools is made up from the report of the inspector general of public instruction, under whose authority the visits to the schools are now made. The report not only gives the school statistics, but explains the principles to be followed in selecting sites for buildings, in estimating the amount of floor space per pupil, and in ordering the interior arrangements of the buildings, and discusses other kindred subjects in a way which shows that the educational authorities of Chili are alive to the modern questions of school hygiene.

The Bureau is also in receipt of addresses on pedagogical subjects delivered in 1884 in Santiago to the teachers of the public schools of that city, which show an acquaintance with contemporary discussion of the subjects in question.

In this connection special mention should be made of what appears to be a practical measure in aid of education in South America. On the 4th of April, 1884, the Latin-American Union for the Promotion and Diffusion of Useful Publications was formed in Santiago. The plan, originated by the government of the Argentine Republic, was immediately accepted by the government of Uruguay, and afterwards by Chili and the United States of Colombia. The object of the union is "to unite the efforts of all the Latin-American governments to encourage the publication in Spanish on a large scale of works of well known utility, and the diffusion of such works among the Spanish-speaking peoples of America." At the meeting in Santiago, General Sarmiento was present as a special commissioner from the Argentine Republic, the ministers of Uruguay and the United States of Colombia attended as representatives of their governments, and the Chilean minister of public instruction appeared for his government. The following appropriations were made to carry out the purpose of the union: The Argentine Republic and Chili appropriated 105,000 francs each for 350 copies of all such works as should be published in conformity with the object of the union, the United States of Colombia appropriated 60,000 francs for 200 copies, and the Republic of Uruguay 45,000 francs for 150 copies.

It is believed that the combined efforts of the four states which subscribed to the union and of the others which may join it will give material aid to the development and progress of education.

UNITED STATES OF COLOMBIA, federal republic: Area, 504,773 square miles; population (in 1870), 2,951,323. Capital, Bogota; population, 50,000.

The latest general information in regard to education in this country will be found in the Report of the Commissioner of Education for 1881.

The University of Antioquia sends out its third annual report at date of December, 1883. In the preparatory school instruction is given in the Castilian tongue, orthoepy and orthography, rhetoric, French, English, philosophy, universal history and history of the country, geography, natural history, physics, elementary chemistry, arithmetic and book-keeping, elementary algebra, geometry, and calligraphy. In the university proper there are schools of arts and trades, of mining, medicine, and law. There were 14 pupils in the school of jurisprudence, 19 in medicine, 31 in the school of arts and trades, and 13 in the school of mines.

VI.—OCEANICA.

HAWAII, constitutional monarchy: Area, 6,677 square miles; estimated population (in 1882), 66,895. Capital, Honolulu; estimated population, 17,000. President of the board of education, Hon. Walter M. Gibson.

From the biennial report of the president of the board of education for the two years ending March 31, 1884, it appears that there were in the kingdom 200 schools of all classes, employing 325 teachers and having an enrolment of 3,723 pupils. Of the whole number of pupils 5,885 were Hawaiians, 1,186 half-caste Hawaiians, 288 Americans, 858 Portuguese, and the balance of other nationalities. Nearly three-fourths of the children of the country were being educated in the public schools and about one-fourth in the private schools of the kingdom. About two-thirds of the pupils were receiving instruction in the English language against less than one-third taught in Hawaiian. Attention is called to the fact that the number of girls in the schools is 1,135 less than that of boys. Carefully collected statistics also show that while there are in the schools under the age of 12 years 3,400 boys and 3,004 girls, over the age of 12 there are 1,529 boys and only 790 girls. This clearly indicates the tendency of girls to leave school after reaching the age of 12, a tendency attributed to the indifference of parents to the education of their daughters and to the intellectual apathy of the girls themselves.

Industrial education.—There is a growing interest in industrial education among Hawaiians and all interested in Hawaiian education.

In September, 1883, as directed by the board, arrangements were made for the erection of a carpenter's shop 40 feet long and 15 feet wide at Lahainaluna Seminary, and it was equipped with benches and tools sufficient for the working accommodation of 8 or 10 pupils at one time. The total expense incurred in building and equipping the shop was \$230. The operations of the carpenter shop commenced in October, 1883, and since that time up to March 31, 1884, besides many repairs and improvements which the pupils have made on the school buildings and premises, they have made 59 large sized blackboards and 11 school tables, all of which have been sold for the use of the common schools in Hawaii and Maui. The sum realized for these articles was \$274.50. After deducting the cost of the material used and 20 per cent. for wear and tear of tools, the balance of the money is to be distributed among the pupils who made the articles. The pupils appear to take a great interest in their work, and the blackboards and tables show good workmanship. The operations of the shop are under the supervision of Mr. Hitchcock, the principal of the seminary, and his instruction embraces drafting and the theory and, to some extent, the practice of house building.

The results at Lahainaluna Seminary are highly satisfactory, and it is the purpose of the board soon to have many more select schools furnished with carpenter shops and their proper equipments. The reformatory school in Honolulu has already been furnished with carpenter's benches and tools, but so far the operations of the boys have been confined only to works and improvements on the school premises.

In several select day schools the girls are taught needlework, and it is proposed hereafter to require its introduction in every select school where the services of a competent lady teacher can be secured.

Several of the independent schools of the kingdom have branches of industrial education, and, in all the independent girls' boarding schools of the country, household work, sewing, and cookery have a very prominent place in the course of training.

The president of the board of education recommends that especial provision be made for the establishment of an industrial or technical institute for the training of engineers, architects, builders, &c.

Finances.—The assembly of 1882 voted \$75,000 for the support of English and Hawaiian schools, of which sum only \$41,537.83 have been expended. The board has,

however, deemed it advisable to recommend that the same sum be voted by the assembly for the ensuing two years.

Rev. C. M. Hyde, principal of the North Pacific Missionary Institute, makes the following statement in a letter received at this Office:

An item of educational interest is the bequest by the late Mrs. C. R. Bishop (a Hawaiian chieftainess, Pancahi, daughter of Paki). The bulk of her property is devised to 5 trustees, who are to establish and maintain 2 schools, boarding and day. One is to be for boys and 1 for girls. It is optional with the trustees to charge for tuition or not. The estate will probably be worth \$300,000 or more.

NEW SOUTH WALES, British colony: Area, 309,175 square miles; estimated population, 817,468. Capital, Sydney; estimated population (1884), 250,000. Acting minister of public instruction, Joseph P. Abbott.

The following information is from the report of the acting minister for the year 1883:

At the close of 1882 there were in existence 1,481 schools of various kinds ranked under the head of public schools and 118 denominational schools, making a total of 1,599. Aid to denominational schools ceased on the 31st of December, 1882, and from that date the 118 denominational schools disappear from the records of the department. As it was foreseen that some of the denominational schools would be closed after the withdrawal of state aid, arrangements were made for providing by the beginning of 1883 sufficient accommodation in public schools for all children likely to require it. Either in new or in rented buildings, 31 additional public schools were opened for this purpose. These fully met all demands and little overcrowding or inconvenience was experienced. There were established also during the year 76 public, 82 provisional, 12 half time, and 15 groups of house to house schools in places where no schools under the department formerly existed, and 12 new evening schools were opened; the increase of schools in the year was therefore 228, making a total in operation during 1883 of 1,709, or 110 more than the united total of public and denominational schools on December 31, 1882.

The enrolment in public schools in 1883 was 155,824. The enrolment for the December quarter was 132,084, and the average attendance 91,566. Of the 155,824 individual pupils on the books in 1883, 78,118 made the statute number of attendances and 2,748 attended half time or evening schools. This leaves 74,958 who, for some reason, did not attend 70 days in each half year.

In no year has the number of schools inspected been so great as it was in 1883. In the whole colony only 16 small public and provisional schools were uninspected, and these were omitted because in most cases they were not open when the inspectors visited their neighborhoods. Exclusive of evening and house to house schools, there were 1,790 out of 1,806 schools or departments that underwent regular examination. The pupils present numbered 94,860.

The 170 new schools opened in the year, where no schools formerly existed, were necessarily found on inspection to be in a poor state as regards efficiency, and the results in these schools, when averaged with the results obtained in good schools, reduced considerably the average of proficiency for the colony as a whole.

The percentages of those who reached the required standard in the three essential subjects were: for reading, 75; writing, 83; arithmetic, 56.

Buildings.—During the year 95 new and substantial buildings, to accommodate 11,807 pupils; 44 wooden buildings, to accommodate 5,885 pupils; 72 locally erected small school buildings, to accommodate 2,091 pupils; and 29 additions or enlargements, to accommodate 4,713 pupils—in all, 211 new buildings and 29 additions—were completed, to accommodate 24,496 pupils. Besides these, there were in course of erection 87 substantial buildings for 16,112 pupils, 77 wooden buildings for 3,820 pupils, and 15 additions for 1,845 pupils. Many provisional schools were also begun towards the end of 1883, but not completed by the 31st of December. It will thus be seen that accommodation in new and completed buildings was provided for 24,496 pupils, and

in buildings in progress for 21,857 pupils, making total accommodation in 375 new buildings and 44 enlargements for 46,353. The money actually paid during the year on these new structures was 274,986*l.* 9*s.* 11*d.* Repairs and improvements were completed or begun in 481 schools, at a cost of 12,402*l.* 12*s.* 6*d.*

During the year an attempt was made for the first time to give the benefits of the education act to isolated families. Half time schools had, up to that time, been the smallest recognized by the department, but in these an average of ten is needed, and a small building in a central position is provided. There are, however, families so far apart that the children cannot meet in a common school. In these cases a teacher may be appointed to a group of four or five families to instruct children in their own homes. During the year 15 teachers were employed in this manner.

The number of teachers employed in 1883 was 2,036, with 786 pupil teachers and 158 work mistresses. Two training schools for teachers are reported, but are not as yet well equipped for the work in hand.

In October, 1883, high schools were opened at Sydney, Bathurst, and Goulburn. The attendance in these for the quarter was 119, viz, 63 boys and 56 girls. The expenditure on account of these schools for the quarter was 4,352*l.* 9*s.* 11*d.*

The entire cost of public education for the year was 821,852*l.* 16*s.* 3*d.* Of this sum, 354,687*l.* 8*s.* 4*d.* were expended upon buildings, sites, and rents. From the balance, 442,814*l.* 8*d.*, should be deducted the amount of fees paid into the treasury, viz, 51,427*l.* 7*s.* 10*d.*, leaving 391,386*l.* 12*s.* 10*d.* as the cost of instruction.

NEW ZEALAND, British colony: Area, 105,342 square miles; population, exclusive of aborigines (1884), 540,877. Capital, Wellington; population in 1881, 20,563. Minister of education, Thomas Dick.

The following information is from the report of the minister for 1882:

Number of pupils on school rolls at the end of the school year, 92,476; average daily attendance for the year, 69,843.

The returns show a larger increase in the school attendance for 1883 than was the case in the two years previous. This larger attendance may be attributed not only to the natural increase of population, but also to the enlarged school room accommodation and to the absence of epidemics to the extent that prevailed in a number of localities during the years 1881 and 1882.

The number of pupils given above includes 213 pure Maoris and 548 children of mixed races in attendance upon the public schools. Sixty-six native village schools under the control of the department are also reported, with an enrolment December, 1883, of 1,923. In addition to these, 78 Maori children were maintained wholly or in part at the expense of the government in 6 boarding schools connected with religious denominations.

Of the 92,476 pupils on the rolls of the public schools, December, 1883, there were presented for examination 46,439, and of these, 34,566 passed.

The number of pupils on the rolls of the 4 normal schools or training colleges, December, 1883, was 149. Arrangements are made in these schools by which teachers already engaged in the schools may receive the benefits of special training.

The total number of teachers, exclusive of teachers of sewing, employed during the last quarter of 1883 was 2,291; in addition to these, there were 122 teachers of sewing.

The total income of the several education boards for 1883 was 412,781*l.* 11*s.* 1*d.*, of which government supplied 350,290*l.* 3*s.* 8*d.* and local sources 3,376*l.* 14*s.* 8*d.*; the balance was derived from education reserves, &c. The cost of the education of native children and those of mixed races, exclusive of those that attended the public schools, was 18,827*l.* 6*s.* 4*d.* The deaf and dumb institution was attended by 32 pupils. Ten industrial schools or orphanages are maintained wholly or in part by the government. The number of children belonging to these December 31, 1883, was: Committed, 1,391; non-committed, 206. By an act passed in 1882 all committed children are to be detained in the schools till they attain the age of 15 years, but they continue under the

legal guardianship of the manager till the age of 21 unless previously discharged by warrant of the governor. This provision has proved of great advantage to those who need protection from their own depraved and worthless parents.

The industrial schools act provides that the earnings of the children when at service shall be placed in the post office savings bank, after defraying the cost of clothing and other necessities. The repayment of these moneys, with accumulated interest, is contingent on good conduct. The boys usually receive theirs on reaching manhood and showing that the money will be satisfactorily expended by them. The girls' money is usually paid to them on their marriage, with the approval of the manager.

The colony is well supplied with secondary schools, 19 of which made reports to the departments during the year. These had on their rolls in December 1,326 boys and 826 girls.

The elementary school boards have established 144 scholarships that admit their holders to free tuition in the Auckland College and Grammar School, the Auckland Girls' High School, Nelson College, and the Otago High School. The Auckland institutions also admit without fee those competitors who, failing to obtain scholarships, acquit themselves so well as to receive "certificates of proficiency" from the examiners. Such certificates are held by 15 boys and 3 girls, who availed themselves of the privilege. Wellington College, from funds placed at its disposal for the purpose, grants 4 scholarships, tenable from the age of 12 or more to the age of 16 to boys from the public schools. The Otago high schools also grant free education to all candidates for senior scholarships who make over 50 per cent. of the attainable marks.

Provision for superior education is made in the University of New Zealand, University of Otago, the Canterbury College, and the Auckland University College.

Public libraries subsidy.—The sum of 6,000*l.*, voted for public libraries, was distributed in accordance with the resolution of the general assembly, by which the maximum amount, of subsidy given to any institution was 50*l.*

SOUTH AUSTRALIA, British colony: Area, 903,690 square miles; estimated population, 293,509. Capital, Adelaide; population (1881), 38,479. Minister of education, E. T. Smith.

The following information is derived from the report of the minister for 1883:

Number of public schools, 220; number of provisional schools, 211, or a total of 431 elementary schools. Attendance, exclusive of duplicate enrolments, 41,437; average daily attendance, 24,683. Number of teachers employed at the close of the year, including temporary assistants, monitors, sewing teachers, &c., 952, of whom 384 were men and 568 women. Retiring allowances amounting to 1,532*l.* 18*s.* 4*d.* were paid to twelve teachers.

The number of night schools reported for the year was 65. Each school was open, on an average, 63 nights. The total number of pupils instructed was 1,219. The fees received from scholars amounted to 505*l.* 1*d.* and the bonus paid by the department to 608*l.* 1*s.* 6*d.* A compulsory law is in force in the colony.

The advanced school for girls was attended by 126 pupils. The income during the year, including the fees for the holders of eleven bursaries (valued at 144*l.* 2*s.*), was 1,614*l.* 2*s.* 4*d.* and the expenditure was 1,351*l.* 7*s.* 9*d.* Superior education is encouraged by scholarships, 6 of which are awarded to successful candidates from public schools.

The total cost of public instruction during the year 1883, exclusive of the expenditure on school buildings, was 97,537*l.* 7*s.* 5*d.* The sum expended on school buildings was 35,165*l.* 17*s.* 5*d.*

TASMANIA, British colony: Estimated area, 26,215 square miles; estimated population, 122,679. Capital, Hobart; population, 21,118.

From the report of the board of education for the year 1883 it appears that there were 183 public schools in operation, with an enrolment for the year of 14,241 different children and an average daily attendance of 7,040. The total expenditure in aid of public schools amounted to 18,099*l.* 9*s.* 7*d.*

SCHOOL HYGIENE.

Last year the Bureau published and distributed a number of blank forms of inquiries as to the sites, location, construction, and arrangement of school buildings and the health of the scholars attending them in the various cities of the country. The questions were much detailed, and, although many replies have already been received, it is supposed that some difficulty was found in making complete returns because one of the blanks required a chemical examination of the air of the rooms in order to determine the degree of vitiation it had suffered from the inmates of the rooms. In order to explain this feature of the hygienic inspection of school buildings, which is comparatively new to those concerned, the Bureau is preparing a paper for the benefit of superintendents and others, containing a résumé of information on the subject. This paper will recite briefly the early attempts made in this country in the direction of school hygiene, as far as ventilation is concerned. The importance of a chemical examination of room air as ancillary to ventilation will then be pointed out, the method at present employed to make such examination, together with the standard or limit of impurity for school room air, will be explained, and the inadequacy of the unaided senses for this purpose will be shown. A table of the results obtained in examining some school rooms in Washington, D. C., by the method previously explained, and the formulas employed for computing the amount of ventilation from the figures so obtained, will be given.

In this connection it is a pleasure to be able to say that positive steps are being taken in the direction of school hygiene in different parts of the country by persons interested in the subject, independently, in some cases, of the initiative taken by the Bureau. The difficulties experienced by the Bureau in inaugurating inquiries in this direction are also met by the other investigators.¹

Dr. Wright prepared a set of questions calculated to ascertain the general hygienic conditions of the schools of the State, but the replies received were vague, showing that sufficient attention has not yet been paid to keeping records of the hygienic condition of the public schools to warrant the collection of statistics on the subject. This was also the experience of the Bureau. It appears clear, from the deficiency of records of sickness among school children on the part of the school authorities, as shown by the returns thus far, that to make a proper record of this kind and determine those causes of sickness, debility, &c., which may fairly be attributed to school life and school surroundings, a systematic medical inspection of schools should be organized, as is the case in foreign countries.

INTERNATIONAL EXPOSITION AT NEW ORLEANS.

The World's Industrial and Cotton Centennial Exposition at New Orleans, La., is already foreshadowing interesting possibilities for education. Director General E. A. Burke, representing the management, urges that the exposition be made international, national, and educational. Hon. William O. Rogers, long the faithful superintendent of schools in New Orleans, was sent to the late meeting of superintendents in this city to solicit their advice and coöperation in respect to plans for making the educational part of the exhibition most effective. A committee, consisting of Messrs. G. J. Orr, of Georgia; W. O. Rogers, of Louisiana; J. H. Smart, of Indiana; H. Clay Armstrong, of Alabama; Aaron Gove, of Colorado; T. W. Bicknell, of Massachusetts; and B. L. Butcher, of West Virginia, was appointed, and also a committee, with power to act, to take into consideration an international congress of educators. The following gentlemen composed the latter committee: Hon. M. A. Newell, of Maryland; Hon. W. T. Harris, LL. D., of Massachusetts; William H. Payne, A. M., of Michigan; Hon. Le Roy D. Brown, of Ohio; and Hon. A. Coward, of South Carolina.

¹ This is illustrated by the experience of Dr. D. F. Wright, chairman of the committee on school hygiene of the Tennessee State board of health, information in regard to which comes in as this report goes through the press.

The question of holding the next meeting of the department in New Orleans, in connection with the exhibition, was also considered, and the proposition to aid in the best possible exhibition of education was unanimously indorsed.

Of the \$130,000 appropriated by Congress for the exhibition of the Department of the Interior, \$15,000 were set apart for the exhibition of education by this Bureau, and I have designated Lyndon A. Smith to represent this Office in the exposition and to supervise the educational exhibit.

At the solicitation of Director-General Burke, enforced by the urgency of numerous educators, and with your approval, I have accepted from the management the responsibility of supervising the organization of the educational department of the exhibit. My hope is that the exhibit may be comprehensive, typical, and logical in its arrangement, but the result will depend entirely upon the coöperation of those interested. It is very clear, first, that the general character of the exhibition cannot fail to be favorable to education; second, that the representation of education itself as far as possible to the eye may be productive of much good in advancing the knowledge of improved methods and principles, by bringing together the best that may be seen in different parts of the world.

The opportunity which will be afforded for the meeting of educators from this and other countries and for their interchange of opinions is, in my judgment, one to be greatly prized. The exchange of the articles exhibited, the material, appliances, and representations of the conditions, results, and apparatus of education at the close of the Exposition, I hope will be specially productive (1) in adding to the important illustrations of the pedagogical museum of this Office, (2) in starting and stimulating pedagogical museums in other parts of the country, and (3) in aiding those already established in other parts of the world.

RECOMMENDATIONS.

The organization of the educational museum in connection with this Office, which I have had the honor to recommend, now constituting a collection of great value and more and more visited and studied by teachers and school officers, should have a sufficient appropriation to enable it, by exchange and otherwise, to supply similar collections in the offices of the several State superintendents and the leading cities when desired. A new and important additional demand has been made upon the collection for supplying exhibits where educational collections are presented in State and other expositions. There can be no question of the effective aid these collections would render to the progress of education. Through this Office the best illustrations of improved appliances should be collected and distributed to all parts of the country.

The reports of efforts to educate the youth of 30,000 Alaskans continually disclose the embarrassments arising from all absence of local administration of law. It is said the parents are disposed to have their children taught and the pupils learn readily, but it is clear there can be no satisfactory success, that the entire youth cannot be reached, until some form of law is provided for the organization of a school system. The pledges of the past and the honor of the nation would seem to permit no delay. An inexpensive form of civil organization has been devised and an appropriation of \$25,000 for the education of the children, irrespective of race, has been made. This, in my judgment, should be increased to \$50,000.

I renew most earnestly the following recommendations:

(1) I recommend that the office of superintendent of public instruction for each Territory be created, to be filled by appointment by the President, the compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

(2) In view of the large number of children growing up in ignorance on account of the impoverished condition of portions of the country, and in view of the special difficulties in the way of establishing and maintaining therein schools for universal education, and in consideration of the imperative need of immediate action in this regard,

I recommend that the whole or a portion of the net proceeds arising from the sale of public lands be set aside as a special fund, the interest of said fund to be divided annually pro rata among the several States and Territories and the District of Columbia, under such provisions in regard to amount, allotment, expenditure, and supervision as Congress in its wisdom may deem fit and proper. The returns of the last census emphasize the importance of this recommendation. The per cent. of illiteracy of persons 10 years of age and upward has decreased from 20.05 in 1870 to 17 in 1880, but the number of illiterates over 10 years of age has increased from 5,658,144 to 6,239,958 in the same period.

The delay in making some appropriate provision of national aid to education is constantly furnishing illustrations of the necessity and advantage of bestowing this aid, and is creating widely a sentiment in favor of a large temporary appropriation in aid of schools from the surplus in the Treasury to meet the present emergency. No appropriation could be made more effectually to assure the perpetuity of our institutions.

(3) I recommend the enactment of a law requiring that all facts in regard to national aid to education and all facts in regard to education in the Territories and the District of Columbia necessary for the information of Congress be presented through this Office.

(4) I recommend an increase of the permanent force of the Office. The experience of the Office indicates clearly that the collection of educational information and publication of the same, as required by the law regulating it, cannot be properly done with the present limited clerical force.

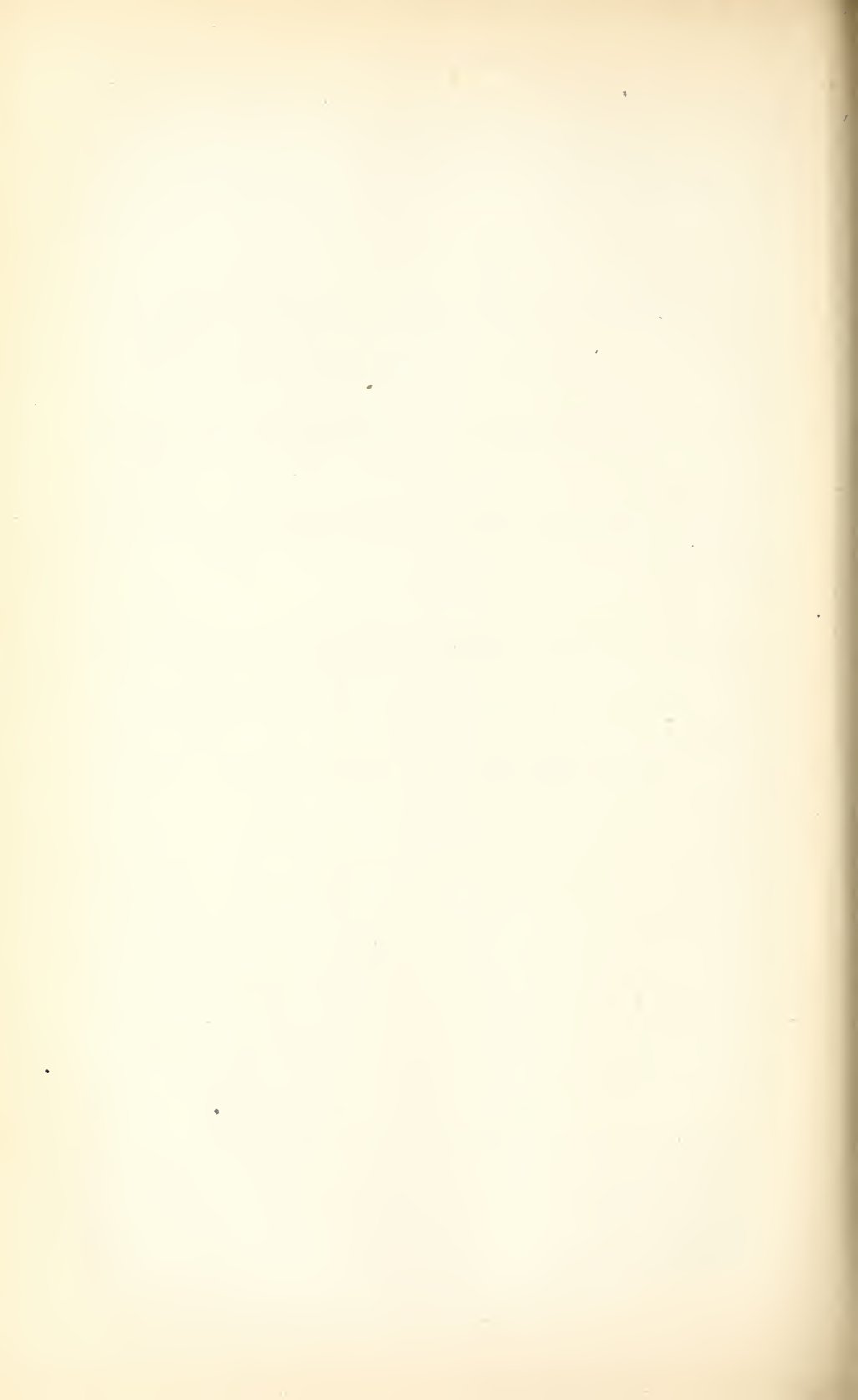
CONCLUSION.

I take pleasure in acknowledging my indebtedness to the faithful laborers in the Office and to all others elsewhere who have contributed to the success of its work.

I have the honor to be, very respectfully, your obedient servant,

JOHN EATON,
Commissioner.

Hon. HENRY M. TELLER,
Secretary of the Interior.



ABSTRACTS

OF THE

OFFICIAL REPORTS OF THE SCHOOL OFFICERS OF STATES,
TERBITORIES, AND CITIES,

WITH

ADDITIONAL INFORMATION FROM VARIOUS SOURCES.



PREFATORY NOTE.

The following abstracts of education in the States and Territories are derived from a great variety of sources. First among these come reports of State officials, such as State boards of education and State superintendents of instruction; next, those of county and city superintendents, school committees, acting school visitors, and principals of State institutions. From these is derived nearly all the information given respecting elementary and special instruction, city school systems, and normal schools, and much of that relating to secondary schools, as the high schools of the States and cities. What concerns private secondary schools is almost wholly from returns made by the principals of these to the Bureau of Education, supplemented by catalogues and other documents.

For the matter relating to universities, colleges, and scientific and professional schools, dependence is placed on the annual catalogues of these institutions, on occasional circulars issued by them, and on special returns, made usually in the autumnal and winter months, in reply to circulars of inquiry sent them by the Bureau.

In every instance, official authority only is relied upon for statements distinctly and definitely made, the printed catalogues and reports being chiefly used for this purpose, though sometimes an item of interesting information from other than official sources may be given, with a reference to the quarter from which it is derived. In such cases, however, the effort is always made to verify the statement before it is committed to the press.

The matter derived from the various sources above indicated is formulated, in the abstracts of education for each State, substantially in accordance with the schedule given below.

GENERAL PLAN OF THE ABSTRACTS.

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| 1. STATISTICAL SUMMARY..... | (a) School population and attendance.
(b) School districts and schools.
(c) Number and classification of teachers.
(d) Financial statistics. |
| 2. STATE SCHOOL SYSTEM..... | (a) General condition, marking specially anything new and noteworthy.
(b) Administration.
(c) School finances.
(d) Other features of the system. |
| 3. CITY SCHOOL SYSTEMS..... | (a) Administration.
(b) Statistics.
(c) Other particulars. |
| 4. PREPARATION AND QUALIFICATIONS OF TEACHERS..... | (a) General State requirements.
(b) State normal training.
(c) Other normal instruction.
(d) Teachers' institutes.
(e) Educational journals. |
| 5. SECONDARY INSTRUCTION..... | (a) Public high schools.
(b) Other secondary schools. |
| 6. SUPERIOR INSTRUCTION..... | (a) Colleges for men or for both sexes.
(b) Colleges and high grade schools for women. |
| 7. SCIENTIFIC AND PROFESSIONAL INSTRUCTION..... | (a) Training in scientific schools and agricultural colleges.
(b) Training in theology.
(c) Training in law.
(d) Training in medicine, dentistry, and pharmacy. |
| 8. SPECIAL INSTRUCTION..... | (a) Deaf, dumb, blind, &c.
(b) Industrial and reformatory training.
(c) Instruction in oratory, music, art, &c. |
| 9. EDUCATIONAL CONVENTIONS..... | (a) Meetings of State associations.
(b) Special meeting of teachers, school principals, and superintendents. |
| 10. OBITUARY RECORD..... | (a) Brief memorials of teachers, superintendents, and other promoters of education who have died during the year. |
| 11. CHIEF STATE SCHOOL OFFICERS..... | (a) State superintendents and deputies. |

The statistics furnished the Bureau in answer to its circulars of inquiry, for convenience of reference and comparison, are given in tables following these abstracts, while summaries of these statistics may be found under their appropriate heads in the report of the Commissioner preceding.

For the general courtesy with which his circulars have been answered, alike by State and city officials, by college presidents and heads of schools, as well as for documents additional to these replies, the Commissioner of Education here tenders his cordial thanks to all concerned.

ALABAMA.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Whites of school age (7-21).....	225,043	233,555	8,512	.....
Colored of school age (7-21).....	178,858	186,209	7,351	.....
Whole number of school age.....	403,901	419,764	15,863	.....
White pupils in public schools...	120,093	131,513	11,420	.....
Colored pupils in public schools...	80,420	84,065	3,645	.....
Whole enrolment in such schools..	200,513	215,578	15,065	.....
White pupils in average attendance.	73,873	78,815	4,942	.....
Colored in average attendance...	53,143	55,595	2,452	.....
Whole average attendance.....	127,016	134,410	7,394	.....
Per cent. of enrolment to school youth.	49.64	51.33	1.69	.....
Per cent. of average attendance to enrolment.	63.29	62.35	.....	0.94
Per cent. of average attendance to school youth.	31.44	32.20	.76	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported.....	1,776	1,776	.....	.....
Public schools for whites.....	3,169	3,421	252	.....
Public schools for colored.....	1,655	1,797	142	.....
Whole number for both races....	4,824	5,218	394	.....
Average time of these in days <i>a</i> ..	80.2	83.00	2.8	.....
TEACHERS.				
Teachers in public schools for whites.	3,148	3,458	310	.....
Teachers in public schools for colored.	1,569	1,724	155	.....
Whole number of teachers.....	4,717	5,182	465	.....
Number of male teachers.....	3,061	3,393	332	.....
Number of female teachers.....	1,656	1,789	133	.....
FINANCIAL STATISTICS.				
Whole expenditure for public schools.	\$448,479	\$522,727	\$74,230	.....
Value of public school property..	\$264,457	.....	.....	.....
Amount of available school fund.	\$2,528,950	.....	.....	.....
Average annual pay of teachers <i>c</i> .	90 00	98 38	8 38	.....

a The average time of schools for whites is given for 1882-'83 as 81.2 days; for colored, as 69.3. The pupils in schools for whites averaged 35 to a teacher, those in schools for colored 41; in 1883-'84 pupils in schools for each race averaged one more to a teacher.

b In 1881-'82.

c Eighty-nine dollars and twenty-two cents from the State, with something from private patrons in 1882-'83.

d In 1880.

(From reports of Hon. H. Clay Armstrong, State superintendent of education, for the two years indicated, the figures for 1883-'84 being courteously furnished in advance of publication by his successor, Hon. Solomon Palmer.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

In 1882-'83, with only 2,699 more children of school age, there was an increase of 23,085 in the enrolment in public schools and of 12,489 in average attendance. To meet this additional attendance there were 200 more schools, with 153 more teachers, the average pay of teachers being somewhat higher than in the preceding year, partly from an increase of Peabody fund allowance and partly from fuller State receipts of sixteenth section funds, a larger balance from preceding year, and fuller collection of the poll tax; the additional revenue, exclusive of Peabody fund, being \$36,101. The funds derived from the State are said by the superintendent to have been in this year, as in others, supplemented by private patrons of the schools, though definite amounts of such additions are not available. Two additional State normal schools were added to the 4 previously established, and, through improved county institutes, fuller discussion of educational methods, and a growth of educational interest among the people, Superintendent Armstrong thought he saw fairer prospects of educational advance for 1883-'84 than ever previously, especially as the legislature had increased by \$100,000 its appropriation for the public schools.

The figures for 1883-'84 show a fulfilment of this expectation at almost every point: the enrolment in the public schools including almost the whole increase in children of school age, the schools for both races increasing by 394, the teachers in them getting better pay and holding longer school terms, while funds available for schools and the expenditure of these funds for the support of them went, it is believed, beyond those of any previous year. The only thing in which a falling off is shown is in the percentage of average attendance in the schools to the enrolment, a possible result of the lengthening of the school term.

ADMINISTRATION.

For the uniform and efficient administration of the system of public schools there are the following officers: (1) A superintendent of education for the State, chosen by the people for 2-year terms; (2) a county superintendent of education for each county, chosen by the State superintendent for a like term; and (3) a township superintendent of public schools in each township or other school district, appointed by the county superintendent, subject to approval of the State superintendent, also for a 2-year term. As to a board to examine applicants for license to teach in the public schools, see Preparation and Qualifications of Teachers, further on.

The age for instruction in the public schools is 7-21. The teachers that give this instruction must have licenses valid for the time of their engagement; must teach school at least 3 scholastic months of 20 days each, annually; and must, within 5 days from the end of every such quarter, report to their county superintendent certain specified particulars of attendance, studies, time of school, &c. Separate schools for each race are the rule, as well as separate institutes for improvement of the teachers.

SCHOOL FINANCES.

The moneys for support of public schools come from the principal of all funds arising from sales of public lands or from other lands or property given by individuals or assigned by the State for this purpose; from estates of persons who, dying intestate, leave no heirs; from an annual poll tax, not to exceed \$1.50, to be applied to the support of the public schools in the counties where it is levied; from the proceeds of a sixteenth section trust fund granted by Congress in 1848 for the use of schools; from the surplus revenue fund deposited with the State by the United States under act of 1836; from license taxes and an optional county tax, both to be retained in the counties where they may be raised; and from an annual State appropriation, which in 1883-'84 was increased from \$130,000 to \$230,000.

ASSISTANCE FROM EXTERNAL SOURCES.

Aid from the Peabody educational fund was received for 1882-'83 to the amount of \$2,000 for 10 State scholars in the Normal College, Nashville, Tenn.; \$2,000 for 16 scholarships for the year in the State Normal School at Florence; \$500 for the Normal School for Colored Teachers, Huntsville; \$500 for a like school at Tuskegee; and \$1,000 for the city schools of Montgomery.

For 1883-'84 the same fund again furnished \$2,000 for scholarships, with \$100 for teachers' institutes and \$2,900 for aid to the State normal schools.

The John F. Slater fund, in the former year, gave \$100 to aid in training colored teachers for the public schools, besides \$2,000 to help a college for the colored race at Talladega, probably with like intent.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

There is no general law in this State for the organization and administration of the schools of cities. Those in each city have been organized and are governed under special laws, which differ considerably in their provisions. Of the three with populations sufficient for notice here, Mobile has a mixed city and county system, under 9 school commissioners elected by the people and a superintendent of education elected by the commissioners. The commissioners (3 of whom must come from the county and 6 from the city) are liable to a change of one-third biennially; the superintendent holds for 4 years and is ex officio a member and treasurer of the board of school commissioners. Montgomery puts its schools under the management of a city board of education of 6 members, 1 from each ward, elected annually by the city council at its first meeting in January, and subjects them to the supervision of a city superintendent of education, elected by the board. Selma has also a city board of education, of 9 members, for general management, and a city superintendent of schools appointed by the State superintendent.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expen- diture.
Montgomery.....	16,713	3,793	21,626	21,385	24	\$12,499
Selma.....	7,529	2,021	746	597	19	.....

1883-'84.

Montgomery.....	16,713	4,588	1,787	1,315	28	.....
Selma.....	7,529	2,365	778	581	17	.....

* Another report makes the enrolment 1,730; the average attendance, 1,402.

In *Montgomery*, which, prior to October, 1882, did not own a school building nor possess school furniture or apparatus worthy the name, a great advance in free education is reported. The white children of the city had been taught in one large building and two small ones, the latter situated in remote parts of the city and owned by the teachers in charge; the colored pupils, in a building leased by the American Missionary Association, which claimed the privilege of nominating the teachers, although they were paid by the city. The board of education, however, in 1882 secured a transfer of the lease to itself and provided additional school accommodations for both races. During the year that closed October, 1883, principals of large experience and high attainments were secured for the schools of both races, teachers of qualifications proven by examination were employed, and through the impulse thus given a new life was imparted to the schools and the attendance of both races in them was nearly doubled.

In 1883-'84 5 schools were reported, the same number as in 1882-'83; but this must mean school buildings, as there were 28 teachers, each, of course, with a class, and probably in most cases in a separate room, which, according to ordinary reckoning, would make 28 schools. The teachers were 18 white and 10 colored, against 14 white and 10 colored the year before. The average pay of teachers for the 165 days the schools were taught was \$170, the whites receiving considerably more than the colored.

Selma in both years reported 1 school for white and 1 for colored pupils; but as there were 10 teachers in the former and 7 in the latter we must here reckon 17 schools. The average pay of teachers for the 170 days of school is given as \$133, considerably less than in *Montgomery*, the whites here, also, receiving much more than the colored.

KINDERGÄRTEN.

At the Judson Female Institute, Marion, a Kindergarten department was carried on in 1882-'83, with the usual occupations and apparatus, under 2 teachers, who had 26 pupils in a 35-week term. Another was at Austin College, Stevenson; a third at the Alabama Normal School for Girls, Livingston. For any others that may be reported, see Table V of the appendix.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

Applicants for teacherships in public schools, unless they present diplomas from chartered schools or colleges, are required to submit to an examination by the educational board of the county in which they wish to be employed. For a third grade certificate, valid for a year, they must pass an examination in spelling, reading, penmanship, primary arithmetic, and primary geography; for a second grade, valid for 2 years, they must pass also in practical arithmetic, United States history, English grammar, intermediate geography, and elementary algebra; for a first grade, valid for 3 years, they must add to all the foregoing higher algebra, natural philosophy, geometry, and the theory and practice of teaching. Those licensed must subsequently attend, at least once a year, the institutes held for their improvement by the county educational board.

STATE NORMAL TRAINING.

The 4 State normal schools previously existing at Florence, Huntsville, Marion, and Tuskegee continued in 1882-'83 their work, with 2 additional ones in prospect for 1883-'84.

At the *Florence School*, about \$400 were spent in improving the furniture and adding to the apparatus for instruction, while \$2,000 from the Peabody fund went for scholarships. The State appropriation for the year was \$7,500. Students, under 8 principal instructors, with numerous pupil teachers, 184, of whom 92 were normal pupils preparing to teach in the State. Graduates of the year from 3-year course, 20.

The *Lincoln Normal University*, Marion, reports a new building completed in August, 1883, at a cost of \$5,355, furnishing accommodations for 400 pupils, another teacher added to the faculty, and a model school established, of which members of the senior class took charge by turns. Nearly all the graduates had been engaged in teaching in the public schools and had given satisfaction, their work having been spoken of by superintendents in the most complimentary terms. There was a growing demand for good teachers. The school aims to be truly professional, giving at first thorough instruction in the elementary branches by means of the natural method of instruction, and supplementing this by a training in methods of teaching. Students in 1882-'83, 211, under 8 instructors. Of this number 4 were in the collegiate department, 133 in the normal, and 74 in the preparatory. Graduates of the year, 2 from the collegiate department and 9 from the normal. Full course, 6 years. Statistics of 1883-'84 show 112 normal students, 8 of them graduates.

The *State Colored Normal School*, Huntsville, had also been enabled to employ another teacher for 1882-'83 through aid received from the Peabody fund. The courses of study embrace only those required to be taught in the public schools. Teachers graduated from this school find employment very readily and are said to give general satisfaction. The State appropriation for the year was \$2,000; the number of different normal pupils, under 4 instructors, 195; graduates of 1883 (from the lower normal class), 6; years in full course of study, 4. Statistics of 1883-'84 are the same.

Tuskegee Colored Normal School, Tuskegee, also increased its teaching force in the last half of 1882-'83 by aid received from the Peabody fund and from the Slater fund. A model school connected with the normal gives opportunity for practice in teaching. The studies pursued cover 4 years and include the branches taught in the State schools, with training in methods of instruction.¹ The number of different normal pupils, under 4 instructors, was 126 in 1882-'83 and 175 in 1883-'84. As the school was opened in 1881, no regular class can be graduated till 1885.

ADDITIONS TO THE STATE NORMALS.

The legislature in 1883 authorized two additional normal schools to begin work for the State, one at Jacksonville, the other at Livingston. Both are for white teachers and each is to receive an annual appropriation from the State of \$2,500.

A circular of the school at Jacksonville announces that special attention will be given to pedagogics and didactics, as well as to thoroughness of instruction in the scholastic branches, academic and professional training being in large part blended. Calisthenics, vocal music, writing, and geometric and freehand drawing will be taught as part of the course, while instrumental music, French, and German will be optional. A primary school, attached to the normal, will serve as a preparatory school to it, and also as a model school for practice. Normal pupils, 25 in 1883-'84.

The Alabama Normal College, Livingston, is to be a branch of the Livingston Acad-

¹ The plan is said to be to have the normal students study with the others during the first three years and attend in the fourth to methods of instruction.

emy, a high grade school for girls, which, in return for an annual appropriation of \$2,000 for tuition of normal pupils and \$500 for school appliances, is to employ a large part of its teachers in training young women for State school work in 1883 and to engage additional teachers for this purpose in 1883-'84 and subsequently. A late report for that year gives 112 normal pupils.

OTHER NORMAL INSTRUCTION.

Rust Normal Institute, Huntsville (Methodist), reports 151 pupils for 1883-'84, of whom 70 were pursuing normal studies, 17 in a higher and 53 in a lower normal course, each course being of 3 years. The remainder of the students were engaged in primary and preparatory studies, which cover 2 years.

Alabama Baptist Normal and Theological School, Selma, has a normal course which in 1882 covered 3 years, with the offer, also, of instruction in cookery, sewing, care of the sick, &c., for young women, and in the elements of agriculture and mechanics for young men. Instructors, 5 in 1882-'83; students, including 50 theological, 148.

The normal department of *Talladega College*, Talladega (under the auspices of the American Missionary Association), has a 4-year course in studies that prepare for teaching, with optional instruction in elementary agricultural and mechanical industries, in which there were 64 students in 1882-'83 and 57 in 1883-'84.

INSTITUTES.

County institutes, now required by law in every county, were very generally held throughout the State during 1883. The superintendent says their uses and objects are becoming more thoroughly understood, and that they are conducted with a view more to practical improvement than to rhetorical display and literary entertainment.

Nothing is said respecting them in the State report for 1883-'84.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Alabama makes no provision for public schools of this class, and the reports from cities, where alone they would be likely to exist, are too meagre in details to enable one to determine whether they are held. At Huntsville, in 1882-'83, there appear no students in such higher studies as algebra and natural philosophy; at Eufaula, only 1 in algebra, none in natural philosophy; at Birmingham, fast growing and prosperous, 40 in each study; at Montgomery, the State capital, 160 in the former and 60 in the latter; at Selma, 58 in the former and none in the latter.

OTHER SECONDARY SCHOOLS.

For information concerning business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix; and for summaries, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES AND UNIVERSITIES FOR YOUNG MEN.

The collegiate institutions of this class are the University of Alabama, Tuscaloosa; Southern University, Greensboro'; Howard College, Marion; and Spring Hill College, Mobile. All 4 offer preparatory and classical courses, and all but Spring Hill scientific; this and Howard give instruction in business; Howard, in theology; the State University, in law; and Spring Hill, in music. French and German form a part of the course in all.

The University of Alabama, in common with many kindred institutions at the South, distributes the studies of its 4-year classical, scientific, and engineering courses among 10 schools, each school having its own head, whose whole attention is given either to a specific study or to two or three closely related ones. Appropriate combinations of these studies go to form a classical and a scientific course, which are the same for the first 2 years and which lead alike to the degree of A. B.; while other combinations beyond the first year, which is the same with the foregoing two, lead to the degree of bachelor of engineering. Students that are unable to complete either of these regular courses may take an eclectic course combining the studies of at least 3 schools, and by satisfactory completion of the subjects taught in these may have a certificate of graduation in them. Such as get 90 per cent. or more of all the merit marks attainable in 3 or more of the collegiate schools, with 90 per cent. upon an average in other studies, are put upon the merit roll of distinguished students.

The degree of A. M. or of civil engineer is obtained by such bachelors of arts or of engineering as pursue advanced studies in arts, science, or engineering under the direction of the professors at the university for a year after graduation and reach 90 per cent. of the merit marks possible at the final examination.

Southern University and Howard College have their studies also arranged in schools, and each has a specific master's course for the attainment of the degree of A. M. Spring Hill College has the usual Roman Catholic combination of primary, grammar, and collegiate studies, these last covering apparently only 3 years.

For statistics of all these, as far as given, see Table IX of the appendix; for a summary of such statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of this class of schools 12 are borne on the lists of this Bureau and 8 make reports more or less full for 1882-'83 or 1883-'84. Several, according to a common southern custom, arrange their studies in schools, with such grouping of the subjects of study in these schools as to form a fair classical curriculum, or, for those who wish it, an eclectic course. German and French, music, drawing, and painting are generally offered, and 1, Judson Female Institute, Marion, adds telegraphy.

For statistics of these, see Table VIII of the appendix to this volume; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Alabama Agricultural and Mechanical College, Auburn, presents 2 regular courses of study for degrees, one in agriculture and chemistry, the other in mechanics and engineering, each requiring 4 years for completion. The board of trustees having decided in June, 1883, to devote attention in future almost exclusively to branches pertaining to agriculture and the mechanic arts, the courses of study have been remodelled in order better to carry out this purpose. A special professor of agriculture was added to the faculty, the State agricultural experiment station was established at the college, and liberal appropriations were received from the State for the better equipment of the farm and the scientific department. The college thus appears to be now fully in accord with the purpose for which it was founded by Federal and State law: to give a liberal education to the industrial classes.

Provision for scientific instruction is also made in Southern University, Howard College, and the State University, the last two presenting courses in general science and in engineering which cover substantially 4 years in each.

For statistics, see Table X of appendix; for a summary of them for the State, a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

Theology, in 3-year courses of 32, 36, and 44 weeks each year, receives attention in the Alabama Baptist Normal and Theological Institute, Selma; the Talladega Theological Seminary (Congregational), a department of Talladega College; and the Institute for Training Colored Ministers, Tuscaloosa, established by the General Assembly of the Presbyterian Church in the United States. Howard College offers free tuition to theological students and gives them whatever other encouragement and assistance is possible, always preferring them in filling the suboffices of the college to which remuneration is attached; but no special provision for theological training appears in its catalogues. In the Alabama Baptist Institute were 43 students for the ministry in 1883 and 50 in 1884; at the Talladega Seminary, 14 in 1883; at the Tuscaloosa school, 31 in each year.

Legal instruction is still given in the law department of the University of Alabama, Tuscaloosa, the course of 3 terms comprising 5 months each. The entire course, however, may by diligent application be completed in 10 months, or one college year. All students in this department are allowed to take the studies of any one of the academic schools of the university free of charge. Graduates are admitted to practice in the several courts of the State.

The *Medical College of Alabama*—organized in 1859, closed during the war, and reopened in 1868—provides a 2-year course of 20 weeks each, and recommends, but does not require, a 3-year graded course. There are no requirements for admission; for graduation there must have been 3 years' study of medicine, attendance on 2 full courses of lectures, and a satisfactory examination before the faculty.

Graduation at this college or at any other does not confer a right to practise medicine in the State. To secure this right, graduates must obtain certificates of qualifi-

cation from the medical examining boards of the counties in which they expect to practise. Non-graduates must obtain a like certificate from the board of censors of the State medical association. Persons purposing to begin the study of medicine are examined as to their preparation for such study by the county boards of censors.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND OF THE BLIND.

At the Alabama institution for the above classes there are reported for the 2 years ending September 30, 1884, 106 pupils, under 8 instructors, besides a principal, master of shops, matron, and assistant matron. A few other pupils had been admitted and had remained a short time, but were not continued on the roll. Of the number given, 72 were deaf and 34 blind; 58 males and 48 females. The average attendance had been 83. Of the whole number none had been seriously ill during the 2 years. Of the teachers, 4 were for the deaf, 4 for the blind. Only whites are included in the school, the State having thus far no provision for the instruction of the colored mute and blind.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATIONS.

There are in Alabama two organizations bearing the name of State Teachers' Association, one for the white teachers, the other for the colored. The former held a meeting at Talladega, July 5-7, 1883, with an attendance of 70 delegates, at which were presented such topics as "The Henshaw and Sauveur methods of teaching languages," by C. A. Grote, of Greensboro'; "The duty of parents to schools," by Dr. H. D. Moore, of Prattville; "A model lesson in natural philosophy," by Prof. S. C. Caldwell, of Rome, Ga.; "Thorough education of women," by Mrs. Craig, of Talladega; "Useless labor in the school room," by Prof. O. D. Smith, of the State Agricultural College, and "Methods of teaching the blind," by Professor Graves, of the Alabama Institution for the Deaf and Dumb and the Blind; after which came the discussion of a resolution looking to the appointment of a committee of two from each congressional district to consider and report upon such amendments to the school law as might give it greater force and efficiency. Whether this finally passed it is difficult to tell from the only report that has come to hand.

The meeting of teachers of colored schools was held at Montgomery, and is said by Superintendent Armstrong to have been well attended and to have elicited considerable discussion of topics germane to the purpose of the association, but no distinct report of it has come to hand, beyond a general statement that the proceedings evinced a high degree of intelligence and a spirit of progress that was very creditable.

Meetings of both associations were advertised for 1884, that for teachers of schools for whites to be held at Florence, that for the teachers of schools for colored youth at Tuskegee, but no report of proceedings has been received in time for notice, except of the former, which was held July 1-3, and in which were discussed in a practical way many questions relating to methods of classification, instruction, and discipline in the public schools, such as the time for beginning to teach spelling, and whether with a book or by dictation exercises; the order and number of daily class exercises; the question whether quiet will power or the rod should be employed in government; the uses and abuses of examinations in school. The decisions seem to have been against the old formal spelling by book and in favor of dictation; in favor of well settled but not too formal class exercises; in favor of calm will power rather than the rod, but with the acknowledgment that the latter must be used sometimes; while as to examinations it seems to have been held that they form a necessary test of thoroughness.

CHIEF STATE SCHOOL OFFICER.

Hon. H. CLAY ARMSTRONG, *State superintendent of education, Montgomery.*

[Second term, December 1, 1882, to December 1, 1884.]

Mr. Armstrong, having been elected to the State house of representatives in the August before the expiration of his term as superintendent, is understood to have resigned the superintendency on the assembling of the legislature (of which he was made speaker), and to have been succeeded by Hon. Solomon Palmer, in November, 1884.

ARKANSAS.
STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21)	227,533	241,927	14,394	.....
Colored youth of school age.....	76,429	74,429	.....	2,000
Whole number 6 to 21 years old.....	303,962	316,356	12,394	.....
Whites in public schools.....	84,101	115,648	31,547	.....
Colored in public schools.....	28,132	37,568	9,446	.....
Whole enrolment of both races.....	312,233	353,916	40,983	.....
Average daily attendance of whites.....	.....	.....	.....	.....
Average daily attendance of colored.....	.....	.....	.....	.....
Whole average attendance.....	.....	.....	.....	.....
Per cent. of enrolment to school youth...	36.92	48.43	11.51	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts recognized.....	3,073	3,377	304	.....
Number of these reporting.....	1,410	1,775	365	.....
School-houses built in the year.....	216	263	47	.....
Whole number of school-houses.....	1,372	1,453	81	.....
TEACHERS.				
Men teaching in public schools.....	1,948	2,236	288	.....
Women teaching in public schools.....	514	663	149	.....
Whole number, male and female.....	2,462	2,899	437	.....
FINANCIAL STATISTICS.				
Expenditure for public schools	\$479,471	\$561,745	\$82,274	.....
Expenditure per capita of school youth...	1 57	1 77	0 20	.....
Expenditure per capita of youth enrolled.	4 27	3 92	.....	\$0 35
Estimated value of State school property.	\$464,248	\$921,829	457,581	.....
Amount of permanent school fund.....	164,000	170,347	6,347	.....
Average monthly pay of teachers.....	.....	.....	.....	.....

a Enrolment for both years imperfectly presented, nearly a third of the districts failing to report it.

b One county not reporting in 1883 and 8 in 1884.

c Eight counties not reporting in 1883; 9 in 1884.

(From figures furnished by State Superintendent W. E. Thompson for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

From the failure of many district officers to make report to the State office, it is evident that school interests have not yet awakened the enthusiasm they deserve; but, notwithstanding this, an increase of 304 in recognized school districts, of 365 in the number of these reporting, of 40,983 in enrolment of school youth, of 437 in the teachers employed, and of \$82,274 in the expenditure for public schools reported shows most decided educational progress. The much enlarged percentage of youth actually in the public schools and the fact that school property was almost doubled in estimated value are especially encouraging; while the number of additional teachers indicated may be so, and would be so if the majority of them were competent and were employed steadily through the school term. The small amount of normal training in the State makes the question of general competency doubtful. As to the question of continuance in service, there is but scanty information.

Superintendent Thompson thinks that the figures for youth of school age and youth

enrolled in public schools do the State injustice, as the enumeration of the former, being a condition of State aid in proportion to the number, is carefully and generally made, while the enrolment, bringing no such aid, is by many districts not reported. The per cent. of enrolment to school youth thus seems much smaller than it is, and, even if reported to the full, would seem comparatively small, because few from 6 to 7 years old are sent to school and few between 17 and 21 continue in it, while pupils in the State University, in the schools for the blind and for the deaf, with all in denominational or private schools and colleges, though included in the enumeration, are not counted in the enrolment as it is now reported. To remedy all this to some extent and to secure better reports and better school work, the superintendent urges (1) county superintendency, fairly paid, for visiting and stimulating schools and securing fuller reports; (2) better school directors, chosen at the general election, to look after individual district schools and report on them to the county superintendent; (3) the institution of county boards of education, to be composed of the existing county examiners and of two intelligent citizens in each county, to be associated with the examiner in the examination and licensing of teachers and the selection of text books for the county schools, for 3 or 4 year terms; (4) free text books for the free schools, to secure uniformity, save much expense, and prevent the waste of time now general in the first few weeks of school from want of books or want of uniformity in them; and (5) a township system, instead of or with the district one, to consolidate school funds, give better school-houses, better teachers, and better appliances for work; among these a gradation even of the country schools. It is to be hoped that his recommendations may be heeded and some progressive action on them set on foot in the interest of efficiency and of a true school economy as well.

ADMINISTRATION.

The system is administered by (1) a State superintendent of public instruction, elected by the people for 2 years; (2) a board of commissioners of the common school fund, of which the superintendent is secretary; (3) a county examiner for each county, appointed by the county courts, and (4) district directors (3 for each district), elected by the people for 3-year terms, with liability to change of one each year. Annual reports of school statistics must be made by district directors to county examiners, by examiners to the State superintendent, and by him to the governor. Directors failing to make the report required are personally liable for any loss of public funds that may ensue from such neglect, and also liable to a considerable fine for neglect of duty. Teachers are required to keep a register of school statistics and to make full report of all school attendance, work, &c., or forfeit pay for the last month taught. They are also required to attend the county institutes held for their improvement, and may not be charged for loss of time at school incurred by such attendance. In the intervals of public schools they may, with consent of their directors, teach a private school in the district school-house. For the educational requirements made of them, see Preparation and Qualifications of Teachers, further on. Separate schools for whites and blacks are required, as in other Southern States. The prescribed studies in them are the ordinary English ones, no provision being made for high schools, except in cities and towns. The books for study are selected by the State superintendent.

FINANCES.

The means for the support of the State system of public schools are derived from the income of a State school fund, from a per capita tax of \$1 on men over 21, from such appropriations as the legislature may set apart, and from optional district taxes, the last limited to 5 mills on \$1 of the assessed valuation of property subject to taxation. If in any district the public school funds, with local taxes, should be insufficient to sustain a school for the minimum term (3 months), district directors may determine that no school shall be taught therein during such year.

Aid from the Peabody fund to the amount of \$4,050 was received for 1882-'83 and 1883-'84, of which \$1,600 was for graded schools and the remainder for the improvement of the teachers of the State through institutes and other normal training.

NEW LEGISLATION.

The State report for 1882-'83 and 1883-'84 gives no intimation of any new legislative action respecting the school system, though it presents, as may be seen in what has been already said, an urgent call for many modifications of that system.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

LITTLE ROCK.

Administration.—The school system in the capital of the State is administered by a board of school directors of 6 members, chosen for terms of 3 years, with annual change of 2. This board employs the teachers, manages the finances, and with the

aid of a superintendent, chosen by itself, and of a board of 4 visitors and examiners, of whom the superintendent is one, determines the qualification and grade of service of each teacher thus employed. The school year for the city is of 9 months.

Statistics.—Population of the city by United States census of 1880, 13,185; children of school age (6-21) in 1882-'83, 6,875; in 1883-'84, 7,132; average attendance in the former year, 1,794; in the latter, 1,822; teachers employed, 36 in 1882-'83; in 1883-'84, 37; expenditures in the former year, \$30,804; in the latter, \$25,327.

Additional particulars.—Of the \$30,804 of school expenditure in 1882-'83, \$5,075 went to complete the payment for a new school building, valued, with site, furniture, &c., at \$25,000. The number of school buildings, including this, appears to have been 7, with a total valuation of \$79,300. The grades were 9 below the high schools, of which there was 1 for each race, with courses of 4 years.

At the close of 1882-'83, Superintendent J. M. Fish, after 7 years of efficient service, resigned his office and was succeeded by Mr. J. R. Rightsell, who had been principal of one of the city schools.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

To make sure that the teachers of its public schools shall be duly qualified, the State requires each county examiner to hold quarterly, at the county seat, after 20 days' previous notice to the directors of each school district, an examination of such persons as apply for it with a view to teaching. This examination is to be in the studies prescribed for the public schools. If convinced, from his test of the candidates, that they are competent to teach these school studies successfully and he has evidence that they are of good moral character, he is to give to each a certificate of a grade corresponding to the qualifications shown. The grades of such county certificates are 3, the first valid in the county for 2 years, the second for 1 year, and the third for 6 months. The questions for the examinations are prepared by the State superintendent, who also has authority to examine candidates for life certificates, good throughout the State, which are granted when candidates pass satisfactorily, not only in the usual school studies, but in 10 higher branches indicated and in the theory and art of teaching. Without a certificate of one or other of these grades no person may receive pay for teaching in an Arkansas public school.

STATE NORMAL TRAINING.

To prepare teachers for its public schools, Arkansas has, since 1872, offered instruction at its Industrial University at Fayetteville (1) in common school studies and (2) in the science and art of teaching them, the course at first being of 2 to 4 years, then of 2 only, and subsequently of 4, all meant to be for whites only. Since 1875 like instruction has been offered to colored pupils in a branch normal college of the university, at Pine Bluff, where there has been a choice between a 2-year and 4-year course. As far as the measure of students' preparation would admit, it has been meant that the courses should substantially correspond in both institutions, and the rule has been that an equal number of each race might receive appointments to free scholarships on passing satisfactorily an examination in elementary English studies before their county judge or some one acting for him. Provision has been liberally made by the trustees of the university for the admission of 400 normal students to one or other of the above named institutions free of charge for tuition, on the certificates of county judges that they have passed such examination; but, for some reason unexplained, comparatively few appear to have availed themselves of this provision, no distinctively normal students being indicated in the reports from the university for 1882-'83 or 1883-'84;¹ at Pine Bluff only 40 normal students appear in these years, the greater part of all the students there in both years being in preparatory classes, under 6 resident instructors in one year, 3 in the next.

Through aid from the Peabody fund the State was enabled in 1882-'83 to expend \$1,200 for fuller normal training of its teachers in institutes and \$1,250 for the preparation of specially selected teachers at the Southern Normal College, Nashville, Tenn. The institute training, according to the rule of the Peabody trustees, was to be practical, adapted to the needs of public school teachers, and continued for some weeks. The instruction at Nashville, in which 8 students from this State participated, is of a character fitted to prepare for a high grade of school work.

OTHER NORMAL TRAINING.

A normal department at *Southland College*, near Helena, under a lady principal who is a bachelor of science, reports 38 normal pupils for 1882-'83, of whom 1 was graduated, the other pupils numbering 135. A report from the same for 1883-'84 shows 61 normal students and 250 others, 4 of the normal pupils graduating in the year. Instruction in

¹News has come of the suspension of the normal department at the university in the fall of 1884.

the theory and practice of teaching, as well as in the studies that prepare for it, is given, apparently to both sexes, while for girls this is supplemented by a training in housewifery in the dining room, kitchen, laundry, &c. The college received in 1883 an addition of more than \$30,000 to its endowment funds, enabling it to enlarge considerably its facilities for training. Instructors, 5 in 1883 and 4 in 1884; normal graduates that had engaged in teaching, 8 according to one return, 17 according to another.

St. John's College, Little Rock, shows by a circular that it continues to offer instruction in the theory, practice, and art of teaching, which, as the last catalogue of the college received states, covers a course of 3 weeks.

At *Russellville*, as appears from the State report, a normal department was added in 1882 to the graded school system of the place, the person in charge of it being a graduate of the Northwestern Normal University of Ohio.

TEACHERS' INSTITUTES.

For the improvement of the teachers of State common schools, the State superintendent of public instruction is required to hold a teachers' institute annually in each judicial district of the State, to be called a normal district institute. Each county examiner is also, personally or by deputy, to hold a county institute, which it is the duty of the teachers to attend. In 1883 the former requirement was carried out by holding, during the summer, in each judicial district, a 2-week institute, conducted by gentlemen of large experience, who had given special attention to the science and art of teaching. In 1884 the judicial districts were divided into subdistricts and an institute of a week's duration was held in each. More than 800 teachers were enrolled in the former year; in the latter, not quite so many.

EDUCATIONAL JOURNALS.

The Arkansas School Journal, which closed its second volume in October, 1882, was succeeded in January, 1883, by Kellogg's Eclectic Monthly and Educational Journal, Little Rock, which ended with the number for July of the same year. It was followed, January, 1884, by the Arkansas Teacher, published at Russellville, under the editorship of Principal Josiah H. Shinn, of the Russellville public schools. Of duodecimo size only in the first 6 numbers, it was enlarged to quarto size in the seventh, and promises, if continued, to be a useful adjunct to the educational work of the State.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Until 1881-'82 the high schools for white and for colored pupils at Little Rock formed almost, if not absolutely, the only schools of this class in the State. Greater educational enthusiasm in that year led to the establishment of others at Russellville, Lonoke, Fort Smith, and elsewhere, while another was projected at Hot Springs. Reports sufficiently full to determine the character and standard of these latter additions are wanting.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools of colleges, see Tables IV, VI, and IX of the appendix, and for a summary of such statistics for the State, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR BOTH SEXES.

Six universities and colleges, all open to both sexes, report for 1883-'84, viz: Arkansas College, Batesville; Cane Hill College, Boonsboro'; Arkansas Industrial University, Fayetteville; and St. John's College, Philander Smith College, and Little Rock University, all three at Little Rock. Judson University, Judsonia, has not been in operation since 1882, and St. John's College is said to have been also suspended since its last report. Its real estate had been in litigation and continued to be when last heard from, August, 1884.

Little Rock University, chartered in June, 1883, had 15 collegiate students in attendance during its first year, ending at that date. Its curriculum embraces preparatory, classical, and scientific courses, with colleges of medicine, law, music, and modern languages, the college of medicine being for the present represented by the medical department of the Arkansas Industrial University. Its college building, going up in 1883-'84, was to cost \$30,000, of which \$15,000 were to come from citizens of Little Rock.

Philander Smith College, for colored youth, hitherto reported among schools for secondary instruction, has a collegiate department, with the usual 4-year course for the degree of bachelor of arts, in which 2 students were enrolled during 1883-'84. Its other departments were primary, preparatory, theological, and musical. The college

edifice, recently erected at a cost of \$10,000 by Mrs. Philander Smith, of Oak Park, Ill., will accommodate about 40 boarding and 200 day pupils. Mrs. Smith also gave \$1,000 towards the erection of a building for a college industrial home, in which the young women are to be trained in household arts and industries. The building was nearly completed in January, 1884.

The *Arkansas Industrial University*, as last reported, presents 8 regular courses of study, the classical, Latin letters, modern languages, English, scientific, civil engineering, mining engineering, and agricultural, the normal course having been dropped. There are also departments in music and art, the course in the former comprising usually 4 years. The property of the university (including the proceeds of the congressional land grant, bonds of Washington County and of the town of Fayetteville, State appropriations, and the university farm and lands) amounts in all to \$300,000.

The remaining colleges continue to furnish instruction as reported the preceding year, all presenting preparatory and classical courses, three of them, Arkansas and St. John's Colleges and the State University, adding scientific, and most of them giving some instruction in modern languages, music, and art.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Arkansas College, Batesville, has a "practical business course," embracing 1 ancient language and 1 modern, besides English, with history, geography, physiology, chemistry, higher arithmetic, and mathematics; also, moral science, political economy, book-keeping, and business forms; for this it gives the degree of bachelor of science. Another course, combining classical, mathematical, and scientific studies, but admitting of a substitution of French or German for higher mathematics, bears a "scientific" title, but leads to the degree of A. B.

St. John's College, Little Rock, gives the degree of B. S. to students that stand an approved written examination in the studies of its schools of English, physical science, and mathematics, without reference to length of course.

The *Arkansas Industrial University*, Fayetteville, more fully than either of the above named, presents a fair scientific training (1) in a general scientific course, (2) in a civil engineering course, (3) in a mining engineering, and (4) in an agricultural course, each well arranged and covering 4 years. The degrees given correspond with the courses pursued.

PROFESSIONAL.

Theology.—Philander Smith College, Little Rock (Methodist Episcopal), has instituted a theological course, meant to be prepared for by a preceding collegiate one. The length of this course is not definitely given, but will probably be dependent on the degree of preparation of the students that enter it.

Little Rock University, of the same church, proposes to institute such a course as soon as an endowment can be secured for it.

Law.—A college of law connected with Little Rock University was organized in 1883, and began its instruction in October of that year, with a faculty of 11 professors and lecturers, besides the president. Its course is of 2 years, with a 5-month term each year.

Medicine.—The medical department of the Arkansas Industrial University, organized in 1879 at Little Rock, requires for graduation the usual 3 years of study, with attendance on 2 annual lecture courses of 20 weeks each and the passage of an examination in the subjects of study at the close. Faculty, 8 professors, a demonstrator, and 7 lecturers. Matriculates of 1882-'83, 32; of 1883-'84, 28; graduates in the former year, 4; in the latter, 13.

Graduation at this or any other reputable medical school does not, since 1881, insure admission to medical or surgical practice in this State. To gain such admission there must be also the passage of an examination before a board of 3 medical examiners in the county in which the candidate wishes to practise, or, failing of success in this, the passage of a like examination before a State board of 5 examiners and then a registration in the office of the county clerk.

SPECIAL INSTRUCTION.

INSTRUCTION OF DEAF-MUTES.

The Arkansas Deaf-Mute Institute, Little Rock, has for its object the free education of children in the State who are too deaf to be educated in the common schools. No charge is made to such for board, books, or tuition. The age for admission is 9 years; the ordinary limit of continuance, 7 sessions of 9 months each. The buildings are said to be good and the grounds ample. The common English branches are taught, with such industries as printing, shoemaking, and agriculture for the boys and house-keeping and dressmaking for the girls. The instruction given is oral for such as can

practise it; manual for the others. Instructors in 1883-'84, 5, besides a principal, matron, foreman of printing office, and foreman of shoe shop; pupils, 94, of whom 51 were males and 43 females.

At the date of the report 6 years had been completed without a death in the school.

INSTRUCTION OF THE BLIND.

At the Arkansas School for the Blind, Little Rock, blind of either sex receive from the State a training in English school studies, as well as in music and handicrafts. Under 6 teachers in 1882-'83 there were 40 pupils. Besides ordinary school studies, instruction was given in mattress making, broom making, cane seating, upholstering, and piano tuning for the boys, and for the girls hand and machine sewing, crocheting, housework, &c. Valuation of grounds and buildings, \$20,000.

EDUCATIONAL ASSOCIATION.

ARKANSAS STATE TEACHERS' ASSOCIATION, 1883.

Of the sixteenth meeting of this body, in 1883, there is only a brief record, which shows that it was held at Little Rock, June 27-29, and that the first important topic discussed was the sufficiency for schools of the 5-mill tax, to which districts have been limited since 1874. The insufficiency of that tax, as an addition to the State distributable fund, was so generally agreed upon that a resolution was passed to appeal to the general assembly for a law that would enable districts to tax themselves more adequately for the employment of good teachers and the more efficient carrying on of schools. A paper by Professor Russell on "Normal schools" subsequently enunciated the idea that "finances do not make schools, that school-houses do not make them, but that as is the teacher so is the school, and that, consequently, if the State would have good schools, it must undertake more efficiently and explicitly the preparation of good teachers for State school work." Prof. G. A. Hayes spoke of the advisability of setting aside a few minutes daily in the schools for brief and simple presentation of elementary studies in physical sciences, with the aid of collections of natural objects, such as seeds, plants, and geological specimens. Professor Harney seconded the proposition, on the ground that studies of this kind were better fitted to develop a child's mind than many others now commonly taught. Professor Conrad urged the development of physical strength in pupils by shortening the hours spent over books and giving more time to athletic exercises, as otherwise the overcultivation of the mental faculties would result in a fragile bodily mechanism, unfit for the rough work of the world.

STATE TEACHERS' ASSOCIATION, 1884.

The seventeenth session of the Arkansas State Teachers' Association was held in the Baptist church, Morrillton, June 18-20, 1884, with 89 enrolled members additional to preceding ones, and is said to have been throughout not only harmonious but even enthusiastic. The governor of the State and the State superintendent were among those present. An address of welcome by Col. C. B. Henry, of Morrillton, suggested a movement towards such changes in the school laws as might secure the attendance of teachers upon institutes and make the limit of the State tax for its schools 5 mills instead of 2; but as this last was accompanied with a proposition to do away with the district tax, which may be of that amount, but little good could come from such a change. State Superintendent Thompson then suggested also some changes in the school law, the character of which is not stated in the only report received. These suggestions were subsequently referred to a committee on school legislation, and before adjournment four members of the association were associated with the superintendent to present to the legislature the ideas of the meeting as to changes needed in the school law to make it more effective. Other topics presented were the need of special preparation for the work of teaching; the need of normal schools to give such preparation; the development of character and physique more important than rapid development of mind; but so much of the time of the association was given to musical exercises that very little real business appears to have been transacted.

CHIEF STATE SCHOOL OFFICER.

Hon. W. E. THOMPSON, *State superintendent of public instruction, Little Rock.*

[Term, October, 1882, to October, 1884.]

Mr. Thompson has been reelected for another term.

CALIFORNIA. STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (5-17).....	222,846	235,672	12,826	.....
Enrolled in public schools	174,611	179,801	5,190	.....
Per cent. of enrolment to school youth.	78.35	76.29	.....	2.06
Average number belonging	122,251	126,133	3,882	.....
Per cent. of this to school youth	54.94	53.54	.....	1.40
Average daily attendance.....	112,594	124,714	12,120	.....
Per cent. of average attendance to children of school age.	50.52	52.92	2.40	.....
Per cent. of average daily attendance to enrolment.	64.47	69.09	4.62	.....
Attending private or church schools..	15,957	17,953	1,996	.....
Total in private and public schools..	190,568	197,754	7,186	.....
Attended no school	49,537	53,552	4,015	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	2,379	2,395	16	.....
Number with good accommodations..	2,183	2,128	.....	55
Number with sufficient grounds	2,272	2,227	.....	45
Number with well ventilated buildings.	2,261	2,256	.....	5
Number with good furniture	1,550	1,616	66	.....
Number with sufficient apparatus.....	1,195	1,340	145	.....
Number of grammar schools	1,191	1,155	.....	36
Number of primary schools	1,971	2,042	71	.....
Whole number of these grades	3,162	3,197	35	.....
Number of higher grade	70	65	.....	5
Whole number of public schools.....	3,232	3,262	30	.....
School-houses built in the year.....	104	96	.....	8
Average time of school, in days.....	141	152	11	.....
TEACHERS.				
Men teaching in public schools.....	1,114	1,108	.....	6
Women teaching in public schools....	2,816	2,964	148	.....
Whole number of teachers	3,939	4,072	142	.....
Teachers holding life diplomas.....	793	857	64	.....
Teachers with educational diplomas..	671	699	28	.....
Teachers with first grade county certificates.	2,242	1,825	.....	417
Teachers with second grade.....	1,225	1,345	120	.....
Teachers graduated from normal schools.	582	733	151	.....
FINANCIAL STATISTICS.				
Whole expenditure for public schools.	\$3,312,215	\$3,364,224	\$52,009	.....
Whole amount paid teachers	2,511,078	2,573,624	62,546	.....
Estimated value of State school property.	7,406,915	7,936,620	529,705	.....
Available principal of State school fund.	.....	1,975,900	.....	.....
Average monthly pay of men teaching.	79 30	81 38	2 08	.....
Average pay of women teaching.....	64 95	65 37	42	.....

(From report of Hon. William T. Welcker, State superintendent of public instruction, for the two years above indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

A progress steady and encouraging still appears in the figures given for this highly favored State. From 1881-'82 to 1882-'83 youth of school age increased by 6,516; in 1883-'84, by 12,826, an increase that was fairly brought under educational influences, although not quite so well proportionally as in 1882-'83, as may be seen by the lower percentage both of youth enrolled and youth in average belonging; but average daily attendance showed 4.62 per cent. of increase, against 1.40 of decrease in the average belonging, although this average attendance was still but little more than half the number of school age in the former year and only 2.40 per cent. more than this in the latter.

ADMINISTRATION.

For the general administration of public school affairs there is a State board of education, composed of the governor, State superintendent of public instruction, and principal of the State Normal School, which makes rules and regulations for the government of public schools and recommends a course of study for them. For local administration there are county and city boards of education, each with a superintendent of schools and sometimes a deputy superintendent; also, boards of school trustees, of 3 members, for rural school districts, each board having a clerk. These officers are all elective: the governor, State and county superintendents, for 4 years, by the people; the school trustees, for 3 years, by the same, with annual change of 1; the county boards, except the superintendent, by the county supervisors for 2 years, with annual change of 2; the president of the normal school, by the trustees of the school. Women are eligible to school offices.

The State schools are open to children between 6 and 21 years of age, but apportionment of school funds for them is on the basis of the number shown by census to be 5 to 17 years of age in each district.¹ Since 1879 schools have been graded as primary and grammar, no school funds going to any higher grades, except from special local levies. The studies in them include, besides ordinary English branches, history of the United States, elements of physiology and of book-keeping, vocal music, and industrial drawing. Instruction in morals and manners is also to be given, though no sectarian doctrine may be taught. Books for the children of parents not able to furnish them may be supplied by the school boards, these books to be returned to the district school library after use. To secure to children the benefit of the elementary instruction thus provided by the State, all 8 to 14 years of age are required to attend the public schools at least two-thirds of each annual session, unless attending elsewhere or excused for cause. The minimum session is 6 months of 20 days each, and without such a session none but newly organized or suffering districts may receive State school funds.

SCHOOL FINANCES.

The free schools are sustained from the income of a State school fund, which must be used for paying teachers; from the proceeds of an annual poll tax of \$2 on each voter; from county taxes, not to exceed 50 cents on \$100; and from optional district taxes, not to be more than 70 cents on \$100 for building or 30 cents on \$100 for other school purposes.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

The law for the administration of city school systems differs little in this State from that for ordinary school districts, except that in cities having graded schools beginners are to have the special advantage of being taught during the first 2 years by teachers that have had not less than 4 years' experience. Boards of education of at least 3 members are the usual rule, with partial annual change. Full power is given them to purchase sites, furniture, and apparatus, employ teachers and other officers, and enforce a course of study and the use of prescribed text books. The special oversight of schools and teachers is usually deputed by each board to a superintendent, and for examination of teachers there are associated with him 4 other residents of the city, 2 of whom must be experienced teachers, elected by the city board of education and holding office for 2 years. The certificates given by such boards of examination cover 2, 4, and 6 years.

¹ Mongolian children and Indian children not under white guardians are not included in this apportionment.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Los Angeles.....	11,183	4,305	2,975	1,781	42	\$70,690
Oakland.....	34,555	9,215	7,612	5,457	131	172,687
Sacramento.....	21,420	5,674	4,130	3,057	88	81,967
San Francisco.....	233,959	58,061	40,722	30,827	687	791,175
San José.....	12,567	3,555	2,587	.....	40	47,868
Stockton.....	10,282	2,474	2,252	1,480	36	47,939

1883-'84.

Los Angeles.....	11,183	5,091	3,479	2,186	49	\$3,841
Oakland.....	34,555	9,608	7,945	5,563	140	167,455
Sacramento.....	21,420	7,569	4,703	3,346	88	85,949
San Francisco.....	233,959	.....	.....	.....	.....	.....
San José.....	12,567	3,539	2,826	1,912	45	53,852
Stockton.....	10,282	2,498	2,508	1,560	39	55,751

a Includes a number of duplicate enrolments.

ADDITIONAL PARTICULARS.

In the cities of this State the general State rule for a gradation of the public schools applies with special emphasis. The prescribed grades are primary and grammar, where children qualified for the latter are in the schools; and county boards are required to provide a grammar course of 4 grades, with 1 year for each grade, to prepare students for the scientific department of the State University, which course becomes effective and takes the place of the ordinary grammar course if voted for by the qualified electors. High schools may also be established to prepare for classical collegiate study, but under the constitution of 1879 the entire revenue from the State school fund and State school tax must be used exclusively for the support of primary and grammar schools, as before stated.

Los Angeles had, in 1882-'83, 1 primary school building with 28 rooms, 1 grammar school with 20, and 1 high with 4, besides 9 buildings with mixed grades, the whole 12 affording 2,300 sittings and valued, with their sites and furniture, at \$146,000. Its 42 teachers had an average attendance of 43 pupils to each teacher, and the average annual pay of teachers, not including the superintendent, was from \$750 to \$1,250.

In 1883-'84 the school buildings numbered 14, the sittings 2,435, the average attendance to a teacher 45.4. A special teacher of music was employed at a salary of \$1,000; average annual pay of teachers, \$680 to \$1,100; valuation of public school property, \$171,500. Estimated enrolment in private and parochial schools, 611.

Oakland in 1882-'83 increased by 607 the number of its youth of school age and brought 350 additional pupils into its schools. Its 15 owned buildings, with sites and furniture, were valued at \$381,175. The schools were graded as primary, grammar, and high, with 1 evening ungraded school, all apparently well supplied with illustrative apparatus. Music and drawing were taught by special teachers. There was also a teacher of French and German. A commercial class was maintained for a part of the year. Pupils in private schools, 1,110.

In 1883-'84 the increase of school youth was 393; the increase of enrolment, 333. Private and parochial schools had an estimated total attendance of 1,500 against the 7,945 in public schools. The sittings in the public schools were 6,983, barely sufficient for the average number belonging, although 3 more school buildings were reported. In this year a well built observatory, with an Alvan Clark telescope of 8-inch aperture, given to the city by Mr. Anthony Chabot, was put under the control of the board of education to facilitate the study of astronomy in the high school, to interest the teachers and citizens in that study, and eventually to aid in the advancement of astronomical science by accurate and systematic observations. Steps were also taken, under authority of the board of education, to try the experiment of introducing elementary instruction in cookery for 2 hours a week into the grammar schools, presumably those for girls. An excellent course of industrial drawing appears in both years, that for 1883-'84 especially presenting a very complete and interesting course of instruction in this useful art, reaching from elementary lessons to architectural construction and to various forms of plastic work and house adornment.

Sacramento in 1882-'83, besides enrolling, out of her 5,674 school youth, 4,130 in her public schools, reported 1,000 more in other schools, leaving only 544 in no school. The

city schools were open 186 days out of 189 in the school year in 13 buildings, with 83 rooms for both study and recitation and 2 for recitation only. Two rooms were used for evening schools, which had 1 male and 1 female teacher; pupils, not given. Special teachers of penmanship, French, and German were employed. The studies extended up into high school grades.

In 1883-'84, with 1,595 more school youth, 573 more were enrolled in public schools, with again about 1,000 in other schools. The number of school buildings remained the same, but 3 more rooms appear to have been provided for the accommodation of the increased enrolment. An evening class in drawing is reported, with 2 teachers, but, as before, without note of the attendance in it.

San Francisco in 1882-'83 had greatly overcrowded schools, many classes containing from 65 to 75 and even 80 pupils, though the maximum number allowed by law was 54 for grammar classes and 60 for primary. Pupils had therefore to be placed in spaces around the walls and on the teachers' platforms; and even then there were many who could not receive even this poor accommodation. Yet, with such need of greater school room, the board of supervisors had cut down the appropriation for 1883-'84 to \$700,000, against an average of \$828,617 for several preceding years, although for the year to which this appropriation would apply there were 2,180 more children of school age to be provided for and fixed salaries amounting to \$690,000 to be paid, with items for repairs, furniture, permanent improvements, and other needful things, amounting usually to about \$90,000 more.

This action, according to subsequent information, compelled a partial loss of vacation salaries in 1883-'84, but did not result, as it was feared it might, in a breaking up of any other general arrangement of the schools. The evening schools, whose courses (including commercial and drawing classes, with others for foreigners learning English) cover 5 grades, were continued, and by March, 1884, the enrolment in them had exceeded 1,600, while the average attendance was over 1,200. The drawing taught included elementary, mechanical, and architectural designs. The normal class of the girls' high school came through the year without a change of even one member of the 58 that began the session, all graduating. This brought up the number of such graduates to 479, of whom 130 to 135 have been employed in the public schools of the city and 180 in other schools, private and public, in the State. An important movement towards the close of the school year was the adoption by the school board of a resolution to organize Kindergarten classes for all children 5 to 6 years of age. The overcrowding of the preceding year was in some slight degree relieved by the completion, in August, 1883, of a 12-class building, which had been for some time in progress. The schools are said to have closed the year, after ten months of successful work, in excellent condition, vigorous life having been infused into them through the active efforts of intelligent and effective officers, seconded by many very useful teachers.

San José in 1882-'83 had 6 school-houses, furnishing accommodations sufficient for all the children of school age, with the best furniture and apparatus. During the year the course of study was revised, the work being reduced about one-half and made more definite and practical. The grades established are 4 primary, 3 grammar, and 3 high. Music and drawing are permissible parts of the course, but must be taught, if taught at all, by the regular teachers.

In 1883-'84 an additional school building appears, making 7 in all, with 52 rooms. An evening school, with 3 teachers, also appears in this year, for the benefit of children that have been compelled to leave school before the completion of the grammar course, as well as for others not able to attend during the day. It had 142 pupils in ordinary English branches and in physiology, physics, book-keeping, and industrial drawing. Music and drawing form part of the course in the day schools in all grades. Five private or church schools, with 22 rooms and as many teachers, enrolling about 600 pupils, are reported for this year.

Stockton classes its schools as primary, grammar, and high. The grades below the high, by the latest information, numbered 6, 4 primary, 2 grammar. They were taught in 1882-'83 in 8 buildings, valued, with lots, furniture, libraries, and apparatus, at \$148,419. The pupils for the year were 1,766 primary, 400 grammar, and 86 high. A special teacher of penmanship was employed.

In 1883-'84 the same number of buildings and essentially the same arrangements appear. The seating capacity of the 8 buildings is given as 2,094, the volumes in 3 school libraries as 1,485, and the value of all school property as \$159,595.

KINDERGÄRTEN.

In Table III of the appendix may be found a notice of at least 2 schools at San Francisco meant to train young people for the art and science of kindergartening. In Table V may be found statistics of Kindergärten in Berkeley, Oakland, Sacramento, San Francisco, and San José. In a like table in the report of the Commissioner preceding, a summary of the statistics of all such schools is presented. San Francisco alone reports at least 25. As before stated, Kindergarten training is to be given in 1884-'85 in connection with the public school system of that city to children 5 to 6 years old.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

All applicants for employment as teachers in the public schools of this State must be at least 18 years old and must file with the superintendent of the county in which they wish to teach a valid certificate of qualification, either from the State board of education or from a county or city examining board. The certificates are for 2, 4, or 6 years, or for life, according to proven qualifications and experience. Those from the State board are termed diplomas.

STATE NORMAL SCHOOLS.

The *California State Normal School*, organized at San Francisco in 1862 and removed to San José in 1870, offers a 3-year course in English branches, including elementary botany and chemistry, astronomy, geology, vocal music, and methods of teaching and practice. Those who complete this course are granted diplomas, which, by legislative enactment, entitle the holders to a first grade county certificate, valid for 4 years. For lower grade certificates, valid for 2 years, there is an elementary course that covers only 2 years. A training school affords an opportunity for practice teaching and a preparatory class is open for students unable to meet the requirements for entering the normal classes. The State appropriation to it for 1883 was \$30,000. Normal students in 1882-'83, 633, besides 48 in the preparatory class; instructors in the normal department, 14; in the preparatory and model classes, 4; graduates of the year, 93.

The *Branch State Normal School*, Los Angeles, organized in 1882, has essentially the same courses and arrangements as that at San José. The appropriation for it was \$7,000 for 1882-'83 and \$15,000 for 1883-'84. Students in normal classes, 180 in the former year, 187 in the latter, under 6 instructors; in the training school, under 3 teachers, 165 in 1882-'83 and 210 in 1883-'84.

OTHER PREPARATION FOR TEACHING.

The 1-year normal class that completes the training in the Girls' High School of San Francisco was continued in 1882-'83 and 1883-'84; but the number to be admitted to the class on attaining 80 per cent. or more at graduation from the high school was raised in 1883 from 56 to 60, and the former rule of giving first grade certificates to those reaching 85 at the final examination and second grade ones to those reaching 80 was resumed. To stimulate the class still further, the first vacancy in the school department of the city was ordered to be offered to the young lady that should carry off the highest honors of the school. The class of 1883 numbered 54; that of 1884, 56. A normal course of 3 years appears also in connection with the high school at Stockton.

The California Kindergarten Training School of Mrs. Kate D. S. Wiggin and the Pacific Kindergarten Normal School of Miss Emma Marwedel, both in San Francisco, in 1882-'83 and 1883-'84 still prepared young women for Kindergarten work. For statistics and other information, see Table III, Part 2, of appendix.

Pierce Christian College, College City, retained in these years its arrangements for instruction in the theory and practice of teaching, with special review of studies for examination during 4 to 6 weeks before the close of the year's session. It reports 24 normal students in 1883-'84.

Hesperian College, Woodland, and Pacific Methodist College, Santa Rosa, continued also their normal training, somewhat similar to that above noted, the former at least till 1883, the latter at least till 1882.

A new normal college at Auburn (the Sierra Normal College) is spoken highly of by a writer in *The Pacific*.

INSTITUTES FOR IMPROVING TEACHERS.

Whenever the number of school districts is 20 or more in any county the school superintendent must hold at least one teachers' institute each year, preside over it, and secure the attendance of lecturers competent to instruct in the art of teaching. Each session must be of 3 to 5 days. Teachers are required to attend and participate in the proceedings on penalty of report to the county board. They do not lose pay during their attendance.

EDUCATIONAL JOURNALS.

Up to May 1, 1883, the *Pacific School Journal*, then in its seventh volume, continued to be the official organ of the educational department of the State government. At that date it was succeeded in that capacity by *The California Teacher*, which ended its useful monthly issues with the May number of 1884.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Since 1879 no part of the State school money apportioned on the basis of youth 5-17 has been allowed to go towards the support of schools of this class; but in all the cities such schools continue to exist, sustained from the proceeds of the city levies for school purposes. Their courses, as far as reported, are of 3 years. Oakland and Stockton show, also, business courses, apparently of a year each, and the latter literary and scientific courses, as well as classical, of 3 years, with optional post graduate studies. San Francisco, in its boys' high school, has an English course with numerous elective studies, such as French, German, and Latin, and also a classical course, in which French and German do not appear to be included. In its girls' high school Latin is elective, as it is also in the normal class beyond.

March 4, 1884, the regents of the University of California adopted the plan instituted in 1871 by the University of Michigan, and now common in the Northwest, of admitting to the university without examination the graduates of visited and approved high schools on the certificate of their principals that the course of study preliminary to that of the college they may wish to enter has been satisfactorily completed. The Oakland High School, the Boys' High School of San Francisco, and the Berkeley High School were reported in May, 1884, to have been put upon the list of schools thus visited and approved.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of universities or colleges in 1882-'83, see Tables IV, VI, VII, IX, and X; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of California, Berkeley, for 1883-'84, presents still 8 regular 4-year courses, leading to corresponding degrees, namely, classical, literary, letters and political science, agriculture, mechanics, mining, engineering, and chemistry. For the classical course, both Latin and Greek are required. The literary is designed for students who wish to unite Latin with a fuller course in English, French, and German; but Greek is not required. The course in letters and political science pays particular attention to the English language and literature, to modern languages, history, and political science, but neither Greek nor Latin is required. For the other courses, see Scientific Instruction, further on. All courses are open alike to both sexes and are free to State students. The university is an integral part of the public educational system of the State and aims to complete the work begun in the public schools. A thorough preliminary examination is required for admission to any course prescribed, except (as noted under Secondary Instruction) in the case of graduates from high schools whose courses and methods of instruction have been examined and approved by a committee from the university faculty.

The students for the year in the colleges of science and letters were 216, of whom 6 were in graduate courses, 11 students at large, 7 in special studies, 43 in partial courses, and the remaining 149 in the regular collegiate classes.

Besides the university, 11 other institutions claim collegiate rank. The College of St. Augustine, Benicia, although reported to be thorough in its training as far as that training goes, comes short of the generally recognized collegiate standard, the studies in its first and second collegiate years being such as would be reckoned preparatory in a high class college. Essentially the same may be said of Pierce Christian College, College City; while the 4 Roman Catholic colleges do not readily admit of classification. The others named offer substantially 4-year classical and 3 to 4 year scientific courses, several having also English, literary, philosophical, or special courses. Pierce Christian College, Pacific Methodist College, and Hesperian College have arrangements for normal training. All the Roman Catholic colleges have commercial courses, as have also the University of Southern California, the University of the Pacific, and Pacific Methodist College. All offer instruction in music, several in drawing and painting, and most of them in modern languages; the University of Southern California, some training in Anglo-Saxon also.

Washington College has not been heard from for several years, nor Pacific Methodist College since 1882.

For other information, including statistics, see Table IX of the appendix, and for a summary, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Instruction was offered alike to both sexes in all departments of the University of California, Pierce Christian College, University of Southern California, University of the Pacific, Pacific Methodist College, and Hesperian College, when last heard from. Pacific Methodist had a special ladies' course of 3 years at last accounts. Mills Seminary, Alameda County; the College of Notre Dame, San José; Santa Rosa Ladies' College, and Harmon Seminary, Berkeley, are especially for the higher training of young women. For any others of this class reported, see Table VIII of the appendix; or a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The University of California continued in 1882-'83 and 1883-'84 its scientific courses, each of 4 years, in agriculture, mechanics, mining, civil engineering, and chemistry, all leading to the degree of B. S. All but the first of them continued to present optional graduate courses beyond, for the degrees of mechanical engineer, mining or metallurgical engineer, civil engineer, and master of science or doctor of philosophy. To aid in the studies which prepare for these degrees, every facility is extended to candidates for them that can be found in the libraries, laboratories, and collections of the university, which are steadily growing in extent and usefulness. The general library has already over 22,000 volumes, with author and subject catalogues for reference; the museums contain all the great collections of the various State surveys, with others from private donors; while the laboratories have been planned after careful study of the best in America and Europe, and are largely increasing their facilities for work. The statistics of attendance have been already given under Superior Instruction. The course in letters and political science appears to have been considerably broadened, the latter subject receiving much fuller attention than in previous years. Like the other courses, it is of 4 years. There is also a higher course in the same line, leading to the degree of PH. D.

Nine of the denominational colleges in the State offer also scientific courses of 2 to 4 years each. For the statistics of attendance on these, see Table IX of the appendix to this volume. For statistics of the school of Practical, Civil, Mining, and Mechanical Engineering, Surveying, and Drawing in San Francisco, see Table X, Part 2.

PROFESSIONAL.

Theological instruction in 3-year courses, meant to follow a collegiate course, was continued in the Pacific Theological Seminary, Oakland (Congregational), and in the San Francisco Theological Seminary, San Francisco (Presbyterian). For students that present no testimonials of collegiate or other high training, there is a preliminary examination in both these seminaries. Students at the former, 6 in 1882-'83, under 8 professors and lecturers; in 1883-'84, 8, under 11 professors and lecturers. Graduates of 1883, 1; of 1884, 3. The latter seminary, up to 1883, had had a total of 44 students from its beginning in 1871, and in 1883 added 3 to the 3 remaining from 1882, all under 3 professors. Graduates of 1883, 2; of 1884, 1. Both seminaries have good libraries; that at San Francisco was newly arranged and classified in 1883.

St. Thomas' Theological Seminary for the Province of San Francisco (Roman Catholic) was opened in 1883 at the mission of San José, Alameda County, with 2 professors; number of students in 1883-'84, 22.

Less systematic training for ministerial work was offered, under "Christian" influences, at Pierce Christian College, College City, and at Hesperian College, Woodland, the instruction being mainly in biblical literature and geography, eastern manners and customs, moral philosophy, evidences of christianity, &c. At the University of Southern California, Los Angeles, collegiate students looking to the ministry were offered instruction in Hebrew and in historical and systematic theology under Methodist influences.

Legal instruction was continued at the Hastings College of Law, San Francisco (the law school of the University of California), in a full 3-year course, of 32 weeks each year. Students for admission must give satisfactory evidence of general education and culture; for admission to the middle or senior year, must pass other examinations, and then a final examination for a degree. A moot court has been established for the discussion of legal questions by members of all the classes. Students of 1883-'84, 131, under 2 professors, besides the president of the university and dean.

Medical training of the "regular" type was prosecuted in 1883 and 1884 at the Toland College of Medicine (of the University of California) and at the Cooper Medical College, both in San Francisco. Both had 3-year graded courses; the former, of 22 weeks each year till 1884, then of 36 weeks; the latter, of 20 weeks for both years, with examinations at the close of the first and second years for promotion and at the close of the third for graduation. Cooper had also an examination for admission and

Toland announced that it would require one at the opening of the session of 1885 from uncertificated candidates. Toland had 13 professors; Cooper, 11, with 4 assistants. The graduates of the former in 1883 were 11; those of the latter, 19. Both schools admit women.

The California Medical College, Oakland (eclectic), with 10 professors, had 32 matriculates in 1883, and graduated 11 from its substantially 3-year regular course of 24 weeks each year.

It is stated in the United States Medical Investigator that a new homœopathic college was opened in San Francisco June 5, 1884.

Dentistry was taught, as before, at the College of Dentistry of the University of California, by a faculty of 6 professors, with 5 demonstrators and 13 clinical instructors, in a course that covered 2 terms of 9 months each. For entrance on this course there must be evidence of a fair preparation, in a certificate from some reputable school or college or the passage of a preliminary examination in elementary English, physics, and mathematics. Graduates of 1883, 7; matriculates of that year, 52.

Pharmacy had still its representative school in the College of Pharmacy of the State university, with 4 professors and 65 students in 1883, of whom 13 graduated; course, 2 years, of 23 weeks each, with evidence of 4 years' pharmaceutical practice. In 1884 there was instituted a preliminary examination of all uncertificated candidates for admission.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The California State Institution for the Deaf and Dumb and the Blind, Berkeley, had of these two classes 136 pupils during 1882-'83, of whom 79 were boys and 57 girls. Common school studies occupied 5 hours daily in the school days, both the manual and the oral system of communication being used for the deaf. The training in industries included cabinet making, cane seating, mattress making, and shoemaking. The instructors were 9 (4 male and 5 female) for the deaf-mutes; 3 for the blind, with 2 foremen of shops. Admissions of 27 mutes and 12 blind brought the whole number of pupils for 1882-'83 and 1883-'84 up to 175, of whom 23 were graduated or discharged, leaving 152 on the rolls June 30, 1884.

EDUCATION OF CHINESE YOUTH.

At least 28 auxiliary associations, with nearly 600 members (some not reporting this item), appear to have worked zealously for the intellectual, social, moral, and religious improvement of the Chinese in this State, in connection with the Women's Foreign Missionary Society of the Presbyterian Church of the Pacific Coast. This society has a home for Chinese women in San Francisco, to which, in the ten years of its existence up to the close of 1882-'83, there had been 129 women and girls admitted, who were taught religion and good morals, the arts of housekeeping, the exercise of sympathy and kindness in care of the sick, the need of cleanliness and order, and the primary branches of school studies. A school for Chinese boys, with 20 to 30 in attendance, was also sustained. Each of the auxiliary associations did what could be done in the same direction, maintaining 8 night schools and about as many Sunday schools.

The above is only a specimen of what is done in this way, the Protestant Episcopal, United Presbyterian, Reformed, Baptist, Congregationalist, and Methodist Episcopal Churches all working more or less, and the Congregationalists contributing through their American Missionary Association, which for 1883 reports 187 schools for Chinese, with 2,823 pupils, an average membership of 958, and an average attendance for the school term of 438.

EDUCATION OF CHILDREN IN ORPHANS' HOMES.

Information as to this may be found in Table XXII, Part 1, of the appendix, at least 22 appearing there for 1883, while for 1884 reports come in too slowly and too late for fair presentation except in the report for 1884-'85. All (or nearly all) these institutions combine some industrial and educational training with their care for the bodily wants of the children in their homes.

TRAINING IN ART.

Some note of this at Oakland may be found in a preceding reference to what has been done there in 1882-'83 and 1883-'84 in connection with the public schools. San Francisco, in its evening schools, has a drawing department in which systematic instruction is carried through 3 grades, elementary, mechanical, and architectural, this last including construction of mouldings, the five orders of architecture, plans and elevations from existing buildings, stair building, coloring, and shading. Of special art schools there are the California School of Design, San Francisco, which instructs

in drawing from the flat, the round, the living model, from landscapes, and from other natural objects; the Society of Decorative Art, which indicates its object by its title; and the Art School of San Francisco, open to both sexes, which, besides drawing, painting, &c., has a class in etching.

INDUSTRIAL AND REFORMATORY TRAINING.

The Industrial School of the City and County of San Francisco reports for 1883-'84 a total enrolment of 331 inmates, with 18 officers and other employés. Of the inmates, 147 came over from those in school the preceding year, 149 new ones were received, 13 that had been out on leave had that leave revoked, 17 were surrendered by parents and guardians for further training, and 5 that had escaped were captured and returned, making the total above given. Of this number, 121 were granted indefinite leave of absence in 1883-'84, 37 were discharged, 10 escaped, and 2 died, leaving 161 remaining July 1, 1884; average number through the year, 150. A great majority of the commitments for the year were white boys and girls, only 2 Chinese and 2 blacks coming in. In the school department, where there was an average belonging of 80 boys and an average daily attendance of 70, there is instruction in spelling, reading, writing, geography, arithmetic, and history. A milder discipline, with almost entire disuse of the rod, was adopted, with happy results of better order and increased progress in study. The productive industries engaged in were shoemaking, tailoring, ordinary sewing, and laundry and garden work, with farming. Expenditure for the year, \$39,909.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The State Teachers' Association held its seventeenth annual session at San Francisco December 26-28, 1883, President William White in the chair. The subject of the president's annual address was "Popular objections to the public schools." He met these briefly, and closed by saying that where any ground existed for an objection the fault lay usually with the teacher and not with the system. A lively discussion followed upon the resolution that "the principles of industrial training, including the elements of trades, should be taught in the public schools." Those who took the negative side of the question thought that the little knowledge pupils would gain by the use of tools would not be commensurate with the cost it would involve. Those in the affirmative said the cost could be met by a little self denial, that too many hours were required for mental work, and that physical labor should be intermixed with studies for the sake of variety, health, and final usefulness. A paper on "Education and crime" was read, showing by figures that the population of the prisons in the United States and European countries represent largely the illiteracy of the countries, and that but a small percentage of the liberally educated are found among the convicts. The next resolution was that more attention be given in the public schools to morals and manners, by giving the subject a place on the daily program, with suitable text books thereon. After discussion a vote was taken, and the affirmative sustained. Mr. C. M. Drake read a paper advocating more extensive playgrounds, and said school boards would spend thousands of dollars for school-houses and make no provision for playgrounds beyond fencing in a back yard and perhaps putting a shed over it.

A proposition offered to abolish the study of grammar as a science in the public schools was followed by an address on "The text book question," i. e., the question whether the State should purchase text books and supply the schools with them free of cost to pupils, or should print the books from manuscripts and plates and supply the schools at cost, or should leave the matter as it at present is, which last seems to have been preferred. A resolution to abolish corporal punishment was presented and discussed: no substantial argument was advanced for the negative; and for the affirmative Hon. A. L. Mann, ex-superintendent of public schools, said that corporal punishment was barbarous and unnecessary, that its infliction begets nervousness and ill temper, and that he did not think the conscience of a child could be reached by the application of the rod. Addresses followed on "The sphere of the public high school;" "Why do we educate, and to what extent shall the State educate?" "The teachers' interest in the State university;" "Spelling reform;" "Kindergarten training," &c. The following resolutions were adopted: (1) To lessen the subjects for discussion and limit the time of disputants; (2) to discourage the use of liquor and tobacco; and (3) that, in the opinion of the association, the publication of text books by the State is inexpedient and impracticable, and will, if attempted, result in great pecuniary loss to the State and expensive, unsatisfactory books for the schools; after which the association adjourned.

OBITUARY RECORD.

REV. CYRUS TAGGART MILLS, D. D.

This gentleman, said to have done more for education in California than any other of its citizens, was born in Paris, N. Y. : graduated at Williams College, Massachusetts; studied for the ministry at Union Theological Seminary, New York City, and in October, 1848, went as a missionary of the American Board of Commissioners for Foreign Missions to Ceylon, where for five years he was principal of the Batticotta Seminary, having studied Tamil in advance to prepare himself for teaching work in Southern India. A remarkable success is said to have attended his instructions, but the enervating climate broke him down in his seventh year of residence, and compelled a return to his native land for recuperation, which came only after four years' seeking. Then, forbidden to return to India, he went, under the same auspices as before, to the presidency of Oahu College, near Honolulu, the Sandwich Islands seminary for education of the children of missionaries and foreign residents. Remaining there four years, he did excellent educational work, and so greatly improved the finances of the college as to set it on a fairly self supporting basis, which has continued ever since. But again the enervation of a tropical climate proved too much for him, and in 1855, at the invitation of Miss Atkins (afterwards Mrs. Mary Atkins Lynch), he went to California, purchased the Benicia Seminary, which had been Miss Atkins's school, and for seven years did good work there for the education of young ladies in a high school and collegiate course; then removed the school to a charming site in Alameda County; secured grounds containing 85 acres; planted these grounds with abundance of shade trees, and by 1871 had an excellent and spacious new building for the school in the midst of these now beautiful surroundings. He meant the title of it to be "Alderwood," but architects and friends insisted on the title of "Mills Seminary," in honor of his thorough renovation of it. He eventually deeded the seminary to the State as a permanent institution of high order for the educational and Christian training of the sex for whom it was designed, and it now stands as the monument of himself and his devoted wife, its property and buildings valued at nearly \$300,000, with scholarships of \$20,000 for the benefit of gifted young women without the necessary means for thorough study, all, or nearly all, secured by him and Mrs. Mills. His death, calm and peaceful, though preceded by much pain, came April 20, 1884, at his beloved seminary, as the result of disease contracted in his laborious missionary years.

CHIEF STATE SCHOOL OFFICER.

HON. WILLIAM T. WELCKER, *State superintendent of public instruction, Sacramento.*

[Term, January 8, 1883, to January 3, 1887.]

COLORADO.
STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Children of school age (6-21).....	53,426	56,242	2,816	.....
Enrolled in graded State schools.....	20,930	22,131	1,201	.....
Enrolled in ungraded State schools...	15,514	15,741	227	.....
Whole number thus enrolled.....	36,444	37,872	1,428	.....
Average daily attendance in State schools.	23,008	23,307	299	.....
Per cent. of enrolment to school youth.	68.21	67.34	.....	0.87
Per cent. of average attendance to enrolment.	63.13	61.54	.....	1.59
Per cent. of average attendance to school youth.	43.25	41.44	.....	1.81
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported.....	552	604	52	.....
School-houses in these districts.....	459	525	66	.....
Sittings in such school-houses.....	30,434	35,662	5,228	.....
Volumes in school libraries.....	6,096	6,387	291	.....
Average time of schools in days.....	120	$\left\{ \begin{array}{l} a174 \\ b100 \end{array} \right.$	.....	.....
TEACHERS.				
Men teaching in graded State schools.	51	66	15	.....
Women teaching in such schools.....	295	347	52	.....
Men teaching ungraded State schools.	233	262	29	.....
Women teaching ungraded State schools.	454	448	.....	6
Whole number employed in the year..	1,033	1,123	90	.....
Whole number employed at one time..	860	946	86	.....
FINANCIAL STATISTICS.				
Whole expenditure for public schools.	\$752,161	\$809,898	\$57,737	.....
Valuation of State school property...	1,551,080	1,676,130	125,050	.....
Amount of available State school fund.	103,609	114,220	10,611	.....
Average monthly pay of men in graded schools.	109 89	110 15	26	.....
Average monthly pay of women in graded schools.	68 45	66 41	.....	\$2 04
Average monthly pay of men in ungraded schools.	51 23	51 30	07	.....
Average monthly pay of women in ungraded schools.	50 91	41 35	.....	9 56
General average pay of men a month..	61 76	63 15	1 39	.....
General average pay of women a month	57 82	52 29	.....	5 53

a Time graded schools were taught.

b Time ungraded schools were taught.

(From written returns of Hon. Joseph C. Shattuck, State superintendent of public instruction, for the two years indicated, in advance of printed report.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

As far as can be determined from the preceding figures, the educational status of the State shows a slight decline. School districts were, indeed, more numerous by 52, school-houses by 66, the sittings in these by 5,228, with larger expenditure for support of schools to meet a considerable increase in youth of school age, while enough teachers were employed with fairer wages on the part of men. Still there was not only a falling off in the percentage of enrolment to school youth, but also more considerable decreases in the per cent. of average attendance to enrolment and to youth of school age.

The reports from county superintendents show, however, that in most cases and in many things there has been a fair average of good school work; that teachers have on the whole been as well prepared and useful as could be expected in a region where normal training is yet in its infancy; that directors of school districts, although often inexperienced, have considerably increased the school accommodations and have shown a willingness to do this still more another year; that in some schools the latest methods and text books were in use; that one county, in which are a large per cent. of Mexican school children, has succeeded in awakening among the parents of these an interest in the education of their youth; that another, emerging from the chaos of a floating population, has adopted a uniform system of text books, still another proposing to do the same; while one county has held a teachers' institute, a rare thing because of the wide spaces to be traversed, with small means and few facilities.

ADMINISTRATION.

For the management of public school affairs there are the following officers: (1) a State superintendent of public instruction, to supervise and make report of the whole school system; (2) a State board of education, of which he is president, to make rules and regulations for the due conduct of public schools and to issue State diplomas to teachers of proven scholarship and culture; (3) a superintendent of public schools in each county, to examine teachers for the county, visit and supervise the schools in it, report their statistics and condition to the State superintendent annually, and apportion school moneys to the district boards; (4) boards of directors of school districts, those of first class districts to be of 6 members and those of the second and third class of 3 members, in each case with annual change of one-third. These officers are all elected by the people of the State, county, or district which they represent, and, except in the district boards, serve for 2-year terms; in those boards, for 1, 2, and 3 year terms at first, but after the third year all for 3-year terms. Women are eligible to these district boards and may vote at elections for them.

The schools of the State system are free to all persons 6 to 21 years old shown by an annual census to be residents in the districts where they are in operation. No one may be debarred from attendance on them or be subjected to special classification because of race or color. Schools must be kept in session at least sixty days each year on pain of forfeiture of State school funds. The studies to be pursued in each and the text books to be used are determined by the several district boards. Sectarian instruction in them is forbidden, but a fair training in good morals is provided for by the requirement that the teachers for them shall be of good and even of unexceptionable moral character. Gradation of studies is provided for up to those of high schools, which are connected with the State university.

SCHOOL FINANCES.

The means for support of public schools come from the proceeds of a State school fund, of a county school tax of 2 to 5 mills on the dollar, of optional district taxes, and of the receipts from fines, penalties, and forfeitures, these last going to the districts or counties in which they have been incurred. The State and county funds thus raised are distributed to the several school districts according to the children of school age shown by the annual census.

NEW LEGISLATION.

Amendments to the school law which took effect May 27, 1883, made once a quarter the minimum of requirement as to a county superintendent's visitation of the schools, instead of the whole requirement; allowed him to revoke certificates of any grade for immorality, incompetency, or other just cause; forbade the granting of teachers' certificates by him without a thorough and satisfactory examination of the candidates for them; required him to retain for 6 months the written answers of these candidates, subject to the order of the State board of education; called for an account, on or before September 5 each year, from each county treasurer to the county superintendent and to each district secretary, of his receipts and disbursements of school funds in the year preceding; permitted district school boards of the first class to examine teachers

to fill vacancies in their schools without waiting for an examination and certificate from the county superintendent; made a license to such teachers from such district boards an evidence of claim for pay; allowed, in certain cases, appeals from county superintendents' decisions to the State board of education; and made other less important changes looking towards perfection of the law.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

In this State school districts with more than 1,000 children of school age are designated districts of the first class and elect at the outset 2 directors for 3 years, 2 for 2 years, and 2 for 1 year, annually thereafter 2 for 3 years, making a yearly change of one-third. These first class school directors, at the first meeting after their election, choose a president from their own number; a secretary, who may be of it; and a treasurer from outside the board, each for a year's service or until his successor is elected and has qualified. The treasurer is required to give bond in double the amount of money liable to come into his hands. The others take oath to perform their duties faithfully. Each board is given power to make necessary by-laws for its own government and the government of the public schools. Each of the 2 boards of this class has a superintendent for its schools.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Denver	35,629	.....	5,743	3,765	87	\$165,923
Leadville	14,820	2,075	1,736	1,550	27	28,883

1883-'84.

Denver	35,629	.....	6,023	4,007	.....	187,339
Leadville	14,820	2,067	1,712	943	29	49,301

Denver reported 14 school buildings for 1882-'83, all finely constructed, well ventilated and furnished. These afforded ample room for all children of school age. The Whittier school building, erected in the year 1883, contains 12 rooms for study and 1 for recitation only. The general 4-year course of the high school includes Greek and Roman history, Latin or German, French, drawing, and music. The classical course also covers 4 years and includes Greek and Latin, with French as an optional study. This classical course, like the scientific department of the general course, is intended to fit students for the State University and for college. Below the high school are 8 grades, making the full school course 12 years. After the third grade German is optional, the supervision of instruction in it being committed to a German teacher, with 2 assistants. Regular teachers of proven competency may give instruction in it and receive extra compensation.

Leadville school property in 1882-'83 consisted of 4 buildings, valued at \$155,100, accommodating 22 schools, which contained 2,300 sittings for study. The city school system provides for 2 primary, 4 intermediate, 3 grammar, and 4 high school grades. The school year consists of 3 terms, aggregating 9 months. The course of study in the high school includes the higher English branches, with astronomy, botany, French history, and German or Latin. Private and church schools had about 100 pupils.

In 1883-'84 the valuation of school property remained the same and enrolment and average attendance fell off, the latter considerably; while the estimated number in private and church schools was more than doubled, although expenditure for public schools and accommodations in them had increased by \$25,418.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

No district board may employ any person to teach in any of the public schools of this State unless such person have a license to teach, issued by the proper district, county, or State authority and in full force at the date of employment. Such licenses have been granted since May 27, 1883, by boards of districts with more than

1,000 school children to teachers that have been examined by the boards with a view to filling vacancies: during the continuance of the teacher in the district where the examination was made these supersede the requirement of a county superintendent's license. In all other cases there must be a certificate from the superintendent of schools in the county where the applicant desires to teach or a diploma from the State board of education, the former being good for 6 months, a year, or 2 years, the latter during the lifetime or good behavior of the holder. Both are to be based on open and full examination.

NORMAL COURSES.

Normal instruction was given in 1882-'83 at the *University of Colorado* in a 3-year course, which appears to have been since lengthened to 4 years, and even 5. Applicants for admission must declare their intention to become teachers and pass a satisfactory examination in common school studies. The English branches are taught, including anatomy and physiology, botany, chemistry, and zoölogy. The course is now apparently a very thorough one, going into the theory and practice, as well as the history, of education, mental science, school economy, and the philosophy of education, general and special.

Colorado College, Colorado Springs, when last heard from, in 1883, offered 4 years of training in common school, high school, and collegiate studies, with the addition of the history and philosophy of education, principles and methods of instruction, school organization and government, and school law for such students as intend to teach.

The *University of Denver* offered in 1882-'83 and 1883-'84 a special course of 1 year for those wishing to fit themselves for teaching in the public schools. This course embraced methods in arithmetic, in grammar, in geography, and in history, with school management, art of teaching, and oral methods.

TEACHERS' INSTITUTES.

There is a law for holding one of these temporary normal schools in any county when reasonable assurance of the attendance of 25 teachers shall be given by the county superintendent to the State superintendent, such institutes to continue in session for not less than 2 weeks of 5 days each and to be aided by \$100 annually, in each case, from the State treasury; but, from the great size of counties, the small number of teachers in most of them, and the lack of facilities for transportation and accommodation, comparatively few have been held.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Schools of this class are provided for as parts of the State system and are found in the cities of Denver, Golden, and Leadville, Denver having 3 courses of 4 years each, general, classical, and scientific; Golden, one of 3 years; and Leadville, a 4-year course in English studies and another in Latin. Pueblo High School graduated 9 pupils in 1884, they being the first graduates from the public schools of that city. An imposing and thoroughly convenient high school building was erected during the year.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges or universities, see Tables IV, VI, VII, and IX of the appendix following, and the summaries thereof in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN AND FOR BOTH SEXES.

The *University of Colorado*, Boulder (non-sectarian), is governed by a board of 6 regents elected by the people, with an annual change of 2. It is a part of the public school system and is free to State students of either sex. The institution presents full 3-year preparatory courses, leading to collegiate, classical, scientific, and Latin-scientific courses of 4 years each; also, a 2-year normal course. Special students, not candidates for graduation, may be admitted by vote of the faculty. A school of medicine has been established since the last report. The statistics of the years 1882-'83 and 1883-'84 show a total attendance in that time of 145, of whom 17 were in collegiate studies, 100 in preparatory, 31 in normal, besides whom appear 17 special and 2 medical students, showing that several must have been counted twice. The average attendance is given as 69 in 1882-'83 and 86 in 1883-'84.

Colorado College, Colorado Springs (Congregational), in the latest bulletin of studies received from it, presented preparatory, collegiate, and normal courses, each of 4 years and of fair standard. Graduates of its preparatory school were to be ad-

mitted without examination, and so were graduates of the Denver High School on agreeing to take such studies as might be prescribed by the faculty. Graduates of other secondary schools were offered, "for the present," admission on like terms upon presentation of certificates of graduation from secondary schools, which would enable them to enter colleges in the neighborhood of their places of residence in the Mississippi Valley or at the East. All its courses are open to both sexes. Statistics for late years are wanting.

The *University of Denver*, Denver (Methodist Episcopal), presents a schedule of preparatory, classical, collegiate, scientific, and mining engineering courses of 4 years each, with special courses in music, fine arts, business, normal, and medical studies. Like the State University and Colorado College it admits both sexes, and goes so far in its liberality in this respect as to accept for instruction pupils in the first eight years of instruction, calling this department of its work (which is designated by the title of Colorado Seminary) "junior preparatory." At the close of the school year 1883-'84 collegiate students numbered 76, 57 being in preparatory courses, all under 13 instructors.

A college under Presbyterian influences, with outlying normal or preparatory schools, is said to be projected at Denver.—(Presbyterian Age.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The University of Colorado, considerably modifying its arrangements, presents courses in scientific lines, including mathematics, physics, chemistry, zoölogy, geology, botany, philosophy, and political economy, with others in engineering, descriptive geometry, topographical drawing, and surveying, reserving the right to withdraw these last unless there be at least 5 applicants for any one; Colorado College, six courses, in chemistry, geology, surveying, assaying, mineralogy, and physics; the University of Denver, a well-arranged 4-year course in essentially the same lines as the above, leading to the degree of bachelor of science, but with only 3 scientific collegiate students in 1883-'84. The State School of Mines, Golden, which requires for admission an examination in the higher English branches of study, offers three regular courses in civil engineering, mining engineering, and metallurgy, each covering 4 years. Special courses are also offered in assaying, chemical analysis, geology, mineralogy, and surveying. Lectures and lessons in drawing were given to a class of young ladies. Students in regular courses, 1882-'83, 37; in special courses, 57; attending lectures and drawing classes, 33. In 1883-'84, according to a correspondent of the Journal of Education, there were only 46. The Colorado Agricultural College, Fort Collins, open alike to both sexes, has a preparatory course of 1 year leading to studies in scientific agriculture, horticulture, botany, chemistry, geology, and zoölogy. A 2-year labor course prepares for practical mechanics, including the use of tools, in wood and foundry work, iron and steel forging, with the elementary principles of the various trades. In 1882-'83 it reported 1 post graduate student, 39 collegiate, 10 special, and 31 preparatory, under 6 professors and an instructor in horticulture; in 1883-'84, 36 collegiate, 16 special, and 25 preparatory, under 8 professors and an instructor in music.

For full statistics of these schools, see Tables IX and X of the appendix to this volume. For a summary of such statistics, a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

Theological.—No regularly organized theological seminaries are known to this Bureau as existing in the State in 1883-'84, but the framework of such a seminary appears in the Protestant Episcopal Cathedral, Denver, where the bishop and 3 assistants constitute a theological faculty for the training of such students for the ministry as may present themselves. In the Roman Catholic year book for 1884 there is mention of 5 ecclesiastical students, but without indication of the place in which they were or of the teachers by whom they were instructed.

Medical instruction is given in the University of Denver in a 3-year course, with 3 courses of lectures, of 24 weeks each. Candidates for admission must pass an examination in English studies and the rudiments of Latin or present a certificate of proficiency in these branches. Medical students are admitted to any of the regular classes of the university free. Professors and other instructors, 16 in 1882-'83, 18 in 1883-'84. Students in the former year, 21; in the latter, 22.

At the University of Colorado a medical department appears in 1883-'84, with 7 professors and a course of 3 years of 34 weeks each, to be admitted to which the applicant must present evidence of literary qualifications, in a collegiate degree, a high school diploma, or the passage of a satisfactory written examination. The 3-year course, though recommended, is not obligatory if evidence of full qualification for a degree should be presented at the end of any collegiate year. A hospital for clinical instruction is provided. Some security for full instruction is found in the fact

that a candidate for a license to practise medicine must pass an examination before a State board of medical examiners.

Pharmaceutical instruction.—The medical faculty of the State University offer to such as desire to practise pharmacy a 2-year course of training. It is not said whether there were any students in it in 1883-'84.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES AND OF THE BLIND.

The Colorado Mute and Blind Institute, Colorado Springs, is sustained by the State, and combines common school studies with industrial training in carpentry, printing, dressmaking, plain sewing, and general housework. There were 43 deaf-mutes in the school in 1883-'84, under 4 teachers, but no report of any blind pupils was received during the year.

REFORMATORY AND INDUSTRIAL TRAINING.

The State Industrial School, Golden, which had 80 inmates by report of November 1, 1882, received, up to a like date in 1884, 116 additional, making 196 since its first opening. Of these, 123 had been apprenticed or discharged, leaving 73 under a superintendent, matron, and 11 assistant officers, the number having been reduced as much as possible, owing to insufficient appropriations; this threatened a temporary break-up of the school, but the calamity was averted by prompt aid from Governor Grant to the amount of \$20,000 on his personal responsibility. The school has now about 20 acres of land, with four new brick buildings, begun March, 1883, and finished in the August following, while several frame buildings have also been erected and others improved. Education and industries go hand in hand as in other kindred institutions. The property of the school is estimated at \$44,505; its ordinary expenses for the 2 years, at \$44,468; extraordinary, for new buildings, land, furniture, and stock, at \$29,465.

EDUCATIONAL CONVENTION.

COLORADO STATE TEACHERS' ASSOCIATION.

The ninth annual session of this body was held at Greeley, December 26-28, 1883, President Hale reminding the members that 20 years before this meeting the place where they were assembled had been a camping ground for Indian fighters, of whom he had been one, while now they found a prosperous city, with fine churches, good society, a noble school building, and a most comfortable and inviting place for their assembling. Reviewing the work done in the State, he said he had seen the first school held in Colorado in a log school-house; had seen villages change to cities, and the old-time schools, in huts, abandoned billiard halls, and warehouses, give place to costly edifices with full corps of teachers, in less than a quarter of a century. Now he wanted further progress in checking the evil tendencies of a fast life, reviving a sense of the dignity of labor, correcting our imbibed political contentions, and fostering correct opinions on educational, social, and civil questions. Miss Hattie E. Hayes, of Alamosa, then gave a talk on "Map sketching;" Miss Whiting, of Denver, on "Friday afternoons," now utilized in many schools for special exercises; Miss Sarah Graham, of Denver, on "The teaching of English;" Miss Fannie Manly, of Georgetown, on "The teacher as a member of society;" Miss Crabtree, of Greeley, completing the ladies' list with what is said to have been an excellent class exercise illustrative of the tonic sol fa method of teaching music.

The gentlemen then taking the floor, Mr. Evens W. Thomas, principal of the normal department of the State University, showed "To what extent the citizen should be educated by the State," (1) in broad general culture, (2) in the line of special education; F. E. Smith, of Greeley, discussed methods of teaching German and French, analyzing different systems and giving the preference to Grimm's law of the mutation of consonants; Ex-Superintendent Cornell argued in favor of "National aid to popular education;" President C. L. Ingersoll, of the State Agricultural College, traced the origin and growth of the existing sentiment in favor of industrial training, and showed what was to be hoped for from it in the future. The spirit of the meeting is said to have been excellent throughout.

CHIEF STATE SCHOOL OFFICER.

Hon. JOSEPH C. SHATTUCK, *State superintendent of public instruction, Denver.*

[Term, January 9, 1883, to January 9, 1885.]

Then to be succeeded by Hon. Leonidas S. Cornell, elected November 4, 1884.

Mr. Shattuck occupied the superintendent's chair for two preceding terms, from November 13, 1876, to January 10, 1881, and Mr. Cornell was his successor for the intervening term, from January 13, 1881, to January 9, 1883.

CONNECTICUT.

SUMMARY OF SCHOOL STATISTICS.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (4-16).....	149,466	150,601	1,135	.....
Different scholars in public schools...	120,437	123,280	2,843	.....
Average attendance in these schools..	671,323	680,075	.....	.....
Per cent. of enrolment to school youth.	80.58	81.85	1.27	.....
Children in other than public schools..	14,860	14,580	.....	280
Number in schools of all kinds	135,297	137,860	2,563	.....
Per cent. of this number to school youth.	90.52	91.54	1.02	.....
Children of school age in no school...	20,524	20,199	.....	325
SCHOOL DISTRICTS AND SCHOOLS.				
Towns in the State	167	167	.....	.....
School districts in these towns	1,447	1,447	.....	.....
Number of public schools	1,634	1,639	5	.....
Departments in public schools	2,735	2,779	44	.....
Whole number of graded schools.....	320	338	18	.....
Number of evening schools	26	23	.....	3
School-houses built in the year	25	22	.....	3
Whole number of State school-houses..	1,661	1,657	.....	4
Number of them in poor condition....	184	177	.....	7
Average time of school, in days	178.77	179.55	0.78	.....
TEACHERS.				
Men teaching in winter State schools..	566	562	.....	4
Women teaching in such schools.....	2,301	2,347	46	.....
Men teaching in summer State schools..	307	307	.....	.....
Women teaching in such schools	2,532	2,596	64	.....
Teachers continued in the same school.	2,325	2,347	22	.....
Teachers serving for the first time....	460	485	25	.....
FINANCIAL STATEMENT.				
Expenditure for public schools	\$1,813,486	\$1,777,277	.....	\$36,209
Estimated value of public school property.	4,284,401	5,257,756	\$973,355	.....
School district indebtedness.....	859,000	1,197,732	338,132	.....
Cost of superintendence of schools....	22,524	27,890	5,366	.....
Amount of available State school fund.	2,015,705	2,017,159	1,454	.....
Average monthly pay of men in them..	67 36	69 17	1 81	.....
Average monthly pay of women.....	36 52	37 21	69	.....
<div style="display: flex; justify-content: space-between;"> <i>a</i> Winter term. <i>b</i> Summer term. </div>				

(From annual reports of Hon. Charles D. Hine, secretary of State board of education, for the years 1882-'83 and 1883-'84.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

In 1882-'83 there appears some retrogression in place of the preceding educational advance, for, with 3,278 more children of school age, 748 fewer were brought into the public schools and the attendance in all schools was 1.20 per centum less than in 1881-'82. Still, average attendance in the public schools was better and absolute

attendance in all schools larger, while several great improvements were made (1) in the erection of a new building for the State normal school, (2) of one for the normal school of the city of New Haven, and (3) in beginning the rebuilding of the burned high school at the State capital, on broader foundations, with diminished height, and with such fire proofing as will be likely to secure it against future conflagration, these 3 buildings being admirable in construction and arrangement. Besides these, 22 new school-houses were completed during the year, at a total cost of \$153,282. For new buildings, \$327,408.32 were expended, and for repairs and alterations of existing ones, \$85,062.22. In 14 towns 26 evening schools were opened for such pupils as could not attend during the day, and in 56 towns 853 cases of non-attendance at school were investigated, in 375 of which the children were found to be unlawfully absent from school. All this indicates a vigorous administration of school affairs in at least the better class of towns, as well as at the State office.

In 1883-'84 the increase of children of school age was only about half that of 1882-'83, yet enrolment in public schools and average attendance in such schools considerably advanced, while other than public schools lost 250 from their previously reported pupils, the number in no school also diminishing. All this, with an increase of 5 in public schools, of 44 in the departments of such schools, of 18 in the number of graded schools, and of \$973,355 in estimated value of school property, shows a very favorable general condition for a year marked by great general depression in business. The only drawback of any consequence is an increase of \$338,132 in district school indebtedness, a thing resulting partly from the general financial trouble and partly from the simultaneous building of several large school-houses, which last will probably be a blessing in the end.

ADMINISTRATION.

For general oversight of the State free schools there is a board of education of 6 members, 2 ex officio as chief State officers and 4 chosen by the general assembly, one in each year, for 4-year terms. This board employs a secretary of its own appointment, delegates to him most of its visitatorial and supervisory powers, and gives him the assistance of a clerk for office duties, as well as of an agent to secure observance of the laws for some schooling of all children. January 1, 1883, Mr. Charles D. Hine succeeded Hon. Birdsey G. Northrop as secretary.

For local supervision and management of the schools there are boards of school visitors, of 3, 6, or 9 members, in every town (township); boards of education, of 6 or 9, in certain school districts that represent former school societies; and school committees, of 3 members, in each of the ordinary school districts into which most towns have been divided. These bodies are all elective at the first annual school meetings of their towns or districts; are subject afterwards to change of one-third at the successive school meetings; and, in the case of the first mentioned, must appoint at least one member acting school visitor (in case of the second, may do so) each year, to make sure a visitation of the schools twice or more each year, in company with the district school committees.

Still further to secure an educated population, the State requires that schools shall be maintained at least 36 weeks yearly in every school district that has 110 or more children of school age, at least 30 weeks in districts that have 24 or more such children, and at least 24 weeks in other districts. Only districts that have had less than 8 pupils in average attendance are excused from keeping up a school, and then the school visitors of the town must make arrangements for the attendance of the children at some neighboring school.

Having made these arrangements for the education of its children, the State, since 1882, insists that they shall be availed of by at least all from 8 to 14 years of age during 12 weeks each year (6 of these weeks to be consecutive), on penalty of \$5 for each week of failure to attend. To give further emphasis to this requirement, manufacturers and others are forbidden to employ children under 14 years of age without a certificate from a teacher or school officer that the prescribed minimum of schooling has been had. The school visitors of every town and the special agent of the State board of education are charged with the duty of seeing that these laws are obeyed or that the penalty of violation of them is imposed on those in fault.

High schools, a normal school, and town libraries enter into the State system.

An instance of what may be done to improve schools in small towns and districts is presented at Stafford Springs, Tolland County, where the census of 1880 shows only 2,081 inhabitants. Here, in place of 5 former ungraded schools, a system of 4 schools has been organized in one building, centrally located, with a primary department of 2 years, an intermediate of 3 years, a grammar department of 3, and a high school of 4 years. The whole is under the direction of one person, who acts as superintendent and principal. By bringing all these departments into a central building he and his assistant teachers are enabled to follow a definite course, with pupils enough in each class to work profitably; whereas, before, each of the 5 ungraded schools had the same ground to cover, with a proportionately small number of pupils, and each teacher had also a proportionately larger number of classes. The change is said to

have been brought about with remarkable smoothness, and after nearly a year's trial is pronounced an assured success, meeting admirably the wants of a small town and furnishing better and more systematic teaching at probably about the same cost, if not less.

SCHOOL FINANCES.

The State comptroller each February apportions to such towns as have kept their schools open the time above required \$1.50 for every child 4 to 16 years of age shown by the preceding January census. This money is raised by a State tax of $1\frac{1}{2}$ mill on \$1. Besides this, the income from a State school fund, from town deposit funds, from school society funds, and such amounts from each town treasury as may be agreed upon at the annual town meeting go to the support of public schools; but the first and last can only go to districts that have school-houses and outbuildings satisfactory to the school visitors and that have made to these visitors the required reports.

NEW LEGISLATION.

Among the new laws relating to schools in 1884 was one giving the State board of education power to examine publicly, in such branches and on such terms as it may prescribe, persons desiring certificates of qualification to teach in any public school in the State, to grant such certificates to those whom it may find qualified, and to revoke them in case of need. The acceptance of these certificates in lieu of the examinations previously prescribed by law is, however, optional with school visitors and boards of education.

Another act gave boards of school visitors power to include training in manual arts among other matters of instruction in the public schools.

A third relates to a refusal of parents or guardians to report to the enumerators the names and ages of their children of school age, as well as information as to the school attendance of such children, and imposes a fine of \$3 for such refusal.

Others allow towns to authorize their school visitors to employ teachers to give instruction in the rudiments and principles of vocal and instrumental music in their several schools, and to pay the salaries of such teachers; released the secretaries of such boards of visitors from the necessity of being members of the board and accompanying the members in their visitation of the schools; required school districts with 100 or more school children to maintain schools at least 36 weeks each year, and those with 24 or more such children to maintain school 30 weeks at least, and those with fewer children at least 24 weeks.

SYSTEMS OF TOWNS AND CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

For places with the above population that embrace whole towns, there are boards of visitors; for others that were formerly school society districts, not coextensive with the towns in which they are situated, there are boards of education; for towns that have abolished their school districts, school committees, in each case of 3 members or some multiple of 3, with an acting school visitor, principal, or superintendent of schools. As far as can be ascertained from the State report, Middletown and New Haven appear to be the only cities. Even Hartford, the State capital, has a town system.

STATISTICS.

1882-'83. *a*

Cities and towns.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Bridgeport	29, 148	7, 779	5, 681	4, 192	102	\$76, 877
Danbury	11, 666	3, 027	2, 387	1, 634	47	30, 006
Derby	11, 650	3, 558	3, 033	1, 999	55	39, 676
Greenwich	7, 892	1, 953	1, 404	810	29	15, 577
Hartford	42, 551	9, 816	7, 240	4, 690	152	333, 269
Meriden	18, 240	4, 515	3, 109	2, 070	54	43, 162
Middletown	11, 732	2, 801	2, 053	1, 257	47	30, 389
New Britain	13, 979	3, 812	1, 979	1, 305	37	25, 615
New Haven	62, 882	16, 280	12, 668	9, 042	261	\$266, 747
New London	10, 537	2, 009	1, 847	1, 184	40	23, 444
Norwalk	13, 956	3, 295	2, 126	1, 402	42	29, 783
Norwich	21, 143	5, 043	3, 992	2, 730	99	60, 770
Stamford	11, 297	2, 750	1, 823	1, 111	37	23, 336
Waterbury	20, 270	5, 563	4, 197	2, 599	65	103, 548
Windham	8, 264	2, 067	1, 432	747	34	15, 036

a The statistics of Middletown, Norwich, and Waterbury include those of one or more outlying districts. All above given are from the tables of the State report for 1882-'83.

b A return from New Haven makes the total expenditure \$368,044, including \$110,175 paid on indebtedness.

STATISTICS

1883-'84. *a*

Cities and towns.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Bridgeport.....	29,148	8,183	5,975	4,424	106	\$98,161
Danbury.....	11,663	3,146	2,497	1,775	48	34,865
Derby.....	11,650	3,581	3,162	2,020	57	55,767
Greenwich.....	7,892	1,963	1,791	847	36	17,471
Hartford.....	42,551	10,097	7,428	4,775	162	225,834
Meriden.....	18,310	4,889	3,486	2,258	59	61,396
Middletown.....	11,732	2,637	2,076	1,314	47	25,017
New Britain.....	13,979	3,879	2,136	1,471	42	34,357
New Haven.....	62,882	16,280	13,220	9,549	d263	255,890
New London.....	10,537	1,950	1,909	1,291	40	24,972
Norwalk.....	13,956	3,227	2,312	1,530	38	30,679
Norwich.....	21,143	4,909	3,696	2,604	95	61,481
Stamford.....	11,297	2,836	1,971	1,174	37	25,129
Waterbury.....	20,270	5,874	4,608	2,163	72	89,153
Windham.....	8,264	2,164	1,190	736	30	20,736

a These statistics are from the State report for 1883-'84, and, as in the previous year, those of Middletown, Norwich, and Waterbury include outlying districts.

ADDITIONAL PARTICULARS.

Bridgeport, in 1882-'83, with 192 more children to be taught, increased by 201 the registration in its public day schools, by 549 the average membership in these, by 551 the average daily attendance, and had 424 pupils perfect in attendance, an increase of 87. It also registered 90 pupils in an evening drawing school, with much better results than from a larger number the year before; completed and furnished a high school building, said to be a model of its kind, with accommodations for 650 pupils; and employed enough additional teachers to meet the increase of school children—all with less expenditure than in the preceding year. Besides the pupils in public schools there were 563 in private schools, leaving yet 1,737 children in no school.

In 1883-'84, with 404 more children, it enrolled 114 additional, had 242 additional in average attendance, and expended for its public schools \$21,284 more. An evening drawing school was conducted in the high school building with great success.

Danbury increased its school children by 124, its public registration by 59, and its average attendance by 40, with less expenditure than in 1881-'82. In private schools there were 101; in no school, 643. In 1883-'84 there was a further gain at all points, with larger expenditure.

Derby gave special attention to training in ready and proper use of language, using stories and pictures in the lower grades to suggest ideas and lead to right expression of them, while in higher grades came letter writing, bills, receipts, orders, abstracts of lessons, &c., the result being that even scholars 10 years old learned to write short letters and papers said to be almost faultless in form, punctuation, spelling, and capitalization. In 1884 there were gains at all points.

Greenwich had 35 more children to provide for than in 1881-'82; enrolled 77 fewer; slightly increased the average attendance; rebuilt and removed an old and poor school building, placing it nearer to most of the children for whom it was designed, and expended in this and other improvements \$8,979 more than in the previous year. Children in its private schools, 210; in no school, 336. There was no especially notable change in 1883-'84.

Hartford, although it had 156 more children of school age, enrolled in public schools 377 fewer, and had in average attendance apparently only 16 more, but, through a rebuilding of its burned high school and the erection of another school house, it exceeded by \$107,905 the expenditure of 1881-'82. A new rule was adopted as regards entrance to the high school, viz, that the first three-fourths of the first class of each district school should be admitted without examination. Of course, opinions differed as to the expediency of such a change, and, as a somewhat kindred rule in Philadelphia has not worked well, it may not prove successful here. But the board of school visitors was unanimously in favor of the change, and it will be thoroughly tried. The evening schools noticed in 1882 were continued, and by their good work in supplying the educational deficiencies of many that attend no other schools are said to offer each year new reasons for further continuance. Of the school children of the town 1,265 were reported in no school in 1883 and 1,675 in private or church schools.

The next year, 1883-'84, with fair gains in enrolment, average attendance, and teachers employed, there were 2,442 in no school and 2,015 in other than city schools. The new high school building was sufficiently completed for partial occupancy January 3, 1884, less than two years from the burning of the former one. Total cost, \$285,000.

Meriden increased its school population by 135, and, though the registration in its schools was lower by 81, had 209 more children in average attendance. For the maintenance of schools \$2,253 more were expended, yet 915 of its children were out of school and 505 in other than public schools. The second year of the town high school was even more satisfactory than the first, and the third year opened in the fall of 1883-'84 with an attendance that so overtaxed the building as to require the erection of a new one, for which the town appropriated \$50,000. The first class for graduation, June, 1883, numbered 13. The course of study adopted in 1881-'82 for all the schools was proving very satisfactory.

Middletown city school district by itself did not do so well in some respects as the town with which its statistics are connected in the table, enrolling in 1882-'83 only 914 different pupils out of 1,505 of age for schooling, while the town enrolled 1,130 out of a considerably smaller number, and having also 617 in private or church schools against only 85 from the town in schools of that class, both being nearly alike as to children in no school. The per cent. of attendance for some part of the year was thus 94.4 in the town and only 57.3 in the city; but in holding scholars once enrolled the city schools showed their superiority, they having 81.9 per cent. of those registered attending, against 75.8 on the part of the town schools. In 1883-'84 this seems to have been reversed, the city schools having only 68.3 against 90.8 per cent. in the town, expenditure for the schools of both decreasing.

New Britain, having 1,228 of its children in private or church schools and 646 in no school, had only 51.9 per cent. of its school youth in public schools, though, as in Middletown city district, good teaching had its results, the per cent. of attendance upon registration being 81.7, and this per cent. would probably have been still higher had not epidemics prevailed during the winter term. Its high school is well spoken of.

New Haven city erected 3 new school buildings and greatly increased the accommodations in another, at a cost for lots, buildings, and equipments of nearly \$90,000. These houses made the number owned by the city 29, besides 5 rented for school use and 2 orphan asylums in which schools were held, making 36. The school rooms occupied were 217, an increase of 14; the seats provided, 10,875, an increase of 693. Four evening schools were held again 5 months, with 14 teachers, 761 enrolled pupils, and 283 in average attendance. Superintendent S. T. Dutton, who succeeded Mr. Ariel Parish in 1882, appears to have done excellent work. Improvement of the teaching, by efforts to secure broad conceptions of the aim of school training and thorough adaptation of means to ends in all departments of instruction, has been his first aim. As an aid to this, a normal class for young teachers was organized in September, 1882, and meetings were held after school hours every Wednesday afternoon till April 1, 1883, to study principles of education and the more recent methods of teaching. The attendance at these meetings gradually increased till in place of only small classes from the training schools there were from 150 to 200 teachers of all grades studying the history and philosophy of education, new methods of teaching geography, and exercises in breathing and vocal training. Other meetings, by which teachers of a certain grade in a given section of the city were brought together for an afternoon in some class room where the teaching was exceptionally good, enabled these visitors to study for an hour the methods used. After dismissal of the pupils, opportunity was given to ask questions and exchange views as to special work. Courses of lectures from eminent educators in the high school hall during the autumn aided the improvement aimed at by these means, by bringing together teachers and citizens to consider the science of good teaching. The only other noteworthy changes in 1882-'83 were the abolition of the annual examination as a basis of promotion in primary and grammar schools, a step toward abolition of the special class in the high school, a partial introduction of "newspaper geography," and a broadening of the work of training teachers by adding another year of instruction (in a new school building, with better aids to work) for graduates of the high school and others of acknowledged merit.

In 1883-'84 New Haven considerably increased its school accommodations, housed its training school in a new and excellent building, introduced some elements of Kindergarten methods, improved in several ways the modes of teaching, and carried into effect the abolition of the special class in the high school, proposed in the preceding year. Elementary manual training was tried in 2 schools with such success as to encourage the extension of it; 6 evening schools were held, mostly for 76 nights, under 11 teachers, with 519 pupils and an average attendance of 209; while the general day schools had an increase of 654 in enrolment and of 506 in average attendance over the preceding year.

Norwalk in 1883 made all its schools substantially free to all the children of school age in the town, even if the attendance should be outside of the district in which the children might reside. It also gave its schools uniform text books.

Norwich central district revised its course of study, improved its teaching of numbers, drawing, and music, and introduced physical exercises as a part of the regular school program, with good results. Its West Chelsea district determined in 1883-'84 to introduce drawing into its schools.

Of *Stamford*, *Waterbury*, and *Windham* there is no information beyond the statistics of the State report.

KINDERGÄRTEN.

In Table V of the appendix may be found information as to instruction of this class at Bridgeport, Lakeville, New Haven, New Milford, and elsewhere.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

No teacher may be employed in any school receiving any part of its support from public money until he has received a certificate signed by a majority of the board of school visitors or by all the committee appointed by them; nor is any teacher entitled to wages paid out of any public money appropriated to schools until he can produce such a certificate of a date previous to the opening of his school. The minimum of requirements for such certificate are good moral character, with ability to teach reading, writing, arithmetic, and grammar thoroughly, the rudiments of geography and history, and of drawing if required by the board. State certificates have already been noticed.

STATE NORMAL SCHOOL.

The Connecticut State Normal School, New Britain, organized in 1850 to train teachers for the public schools, changed both its head and its home in 1883, Professor I. N. Carleton, who had been principal since 1869, having resigned June 22, and Mr. C. F. Carroll, of Oil City, Pa., having succeeded him in July; while for the school an excellent new building was so far advanced that the fall term of 1883-'84 began in it in September, though it was not completed until January. In this building—which is of stone and brick, and, with grounds, grading, and furnishing, has cost the town and State \$113,000—there will be greatly improved facilities for healthy and effective normal work. The full course continues to be 2 years, of 39 weeks each. Applicants for admission must present certificates of good character from the school visitors of the towns in which they live, must be at least sixteen years old, must intend to teach in the Connecticut public schools, and (unless graduates of high schools approved by the board of education) must pass a satisfactory examination in common school studies.¹ Of students entered on these conditions, there were 107 for the fall term, which began in September, 1883, and ended January 18, 1884. Of other pupils (apparently in the model school, which represented three grades of school work) there were 55. A Kindergarten, for illustration of Fröbel's methods, was to be added to the model school in 1884.

OTHER NORMAL TRAINING.

New Haven, as mentioned under a preceding heading, added another year in 1882-'83 to the 1-year course before prescribed for such as aim to teach in the city schools; prepared in this way to draw in from the high schools candidates of higher grade; gave its enlarged school the advantages of a new building, with more room and greater teaching force; and also did very much towards improving those already teaching, by showing them the way to higher grades of work. Bridgeport and Hartford are believed to have continued the training before given to advanced pupils in their high schools for the purpose of preparing them for city school work.

MEETINGS OF TEACHERS AND SCHOOL OFFICERS.

Under a law that has been several times slightly altered, the State Board of education is required to promote efficiency in teaching by holding at various convenient places meetings of teachers and school officers for the purpose of instructing them in the best modes of administering, governing, and teaching public schools. During 1882-'83 such meetings were held in 9 towns by 33 different instructors, including the principal of the normal school and several of the most eminent teachers in the State.

To a few towns in which teachers' meetings were a part of the town system, instructors were also sent to give these meetings an additional stimulus by means of instruction upon special topics.

The teachers of Windham and New London Counties organized in May, 1883, an association for mutual improvement, and those of Hartford and Fairfield Counties held their usual meetings.

¹Examinations for admission to the normal school are now held annually at different points throughout the State.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of these schools, which are rather permitted than encouraged in this State, there were 24 reported in 1882-'83, Hartford County having 9; New Haven County, 5, Fairfield and Middlesex, each 4; New London and Windham, 1 each. These numbers evidently do not include schools in which only some higher branches are taught, as a report 2 years before, which doubtless took such in, made the whole number then in operation 51, instead of 24. Bridgeport entered into possession of a new and commodious high school building for the session of 1882-'83. Hartford completed for use in January, 1884, its high school, rebuilt on broader foundations than the one it lost by fire in 1882, and now, it is believed, made fire proof. Meriden sent out, June 15, 1883, the first class graduated from its high school, which, instituted in 1881, would thus seem to have a course of only 2 years. At the annual town meeting, in 1884, \$50,000 were appropriated for a new high school building, to meet a greatly enlarged attendance which had overtaken the capacity of the former building.

In 1883-'84 the New Britain high school, one of the feeders of the State Normal School, reported a general and a classical course, each of 4 years. That of Hartford adopted in April the rule of but one session daily from 9 A. M. to 1.35 P. M. The rule of 1882-'83 as to admission, noted under city schools, is said to work well.

OTHER SECONDARY SCHOOLS.

For the statistics of business colleges, private academies,¹ and preparatory schools reporting, see Tables IV, VI, and VII of the appendix; for summaries of these statistics for the State, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Trinity College, Hartford (Protestant Episcopal), Wesleyan University, Middletown (Methodist Episcopal), and Yale College, New Haven (non-sectarian), continued in 1882-'83 and 1883-'84 their regular 4-year collegiate terms of instruction, all with high standards for admission and graduation and with well arranged courses, classical and scientific. These courses show from year to year a somewhat wider range of studies as well as improving arrangements for instruction.

Trinity changed its president in 1883, Rev. T. R. Pynchon, D. D., LL. D., retiring after nine years of service and being succeeded by Rev. George Williamson Smith, D. D.; Dr. Pynchon still fills the chair of moral philosophy. Some other changes in the faculty were made, the results being two additional professorships, of physics and of metaphysics, with some broadening of the courses of instruction. Preparations for a wider range of elective studies were set on foot and a well equipped observatory was added to the means for scientific training. Faculty, 14 in 1882-'83; 16 in 1883-'84; students, 66 in each year.

Wesleyan retained its 3 regular courses of undergraduate study, classical, Latin-scientific, and scientific, for the degrees of A. B., PH. B., and B. S., with special honors for special proficiency in any one. All studies in the freshman year of each course are required; after that elective studies are introduced and increase in number with each year of advance. Special courses are also continued for such as are not candidates for degrees, as well as for graduates who desire to continue studies beyond the collegiate course. The admission of female students remained a feature of the college system, and 18 such appear in the catalogue of 1883-'84, out of 201 in all, of whom 15 were special students and 1 a post graduate. Faculty for that year, 18. No professional studies had yet been introduced to justify the title of university.

Yale, retaining still its modest collegiate name, showed in 1882-'83 and 1883-'84 a fair university organization in departments of theology, medicine, law, philosophy, and the arts, this last including the undergraduate academical (or collegiate) department, the Sheffield Scientific School, and a school of the fine arts, all offering facilities for graduate instruction, with or without reference to the acquisition of degrees. The undergraduate academical, of 4 years, with required regular studies throughout, calls for 4 exercises a week in optional additions during the last 2 years, these exercises embracing philology, philosophy, history and political science, mathematics and astronomy, molecular and terrestrial physics, natural sciences, and the fine arts, all leading to the degree of A. B. The graduate instruction beyond this includes intellectual philosophy, political science and history, philological science and litera-

¹One school of this class—the Loomis Institute, Windsor, Hartford County—is not yet on the Bureau list, because it does not appear to have been yet opened for instruction, though chartered and possessed of a considerable endowment, \$380,000 having been left in trust for it by two brothers, James C. and Ezekiah B. Loomis, "to found an institute for gratuitous education," according to a letter from a surviving brother. This family is said to have also done much towards bringing up the school system of Bridgeport to its present high position.

ture, mathematics, natural and applied sciences, and the fine arts, leading to the degree of M. A. or of PH. D. after 2 years of successful study. For those that seek them there are also degrees of civil and dynamic engineering attainable by bachelors of philosophy who have taken the first degree in engineering and then pursue satisfactorily a higher course for 2 years. In this whole department of philosophy and the arts there were, in 1882-'83, 898 students reported; in 1883-'84, 903, including a few names counted twice; total in all departments, counting no name twice, 1,093 in the former year, 1,092 in the latter. Professors and instructors in both years, 109.

For a summary of the statistics of the 3 colleges, see Table IX in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

It has been before mentioned that Wesleyan University admits women to its privileges, and had 18 in 1883-'84. Yale admits them to its school of the fine arts, and had 33 in 1882-'83, with 43 the next year. For other institutions that admit women to what is claimed to be substantially collegiate training, see Table VIII of the appendix; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Sheffield Scientific School of Yale College*, New Haven, presented in 1882-'83 and 1883-'84, as previously, its 3-year courses of instruction in mathematical, physical, and natural sciences, having in the former year 207 students, under 28 professors and instructors, and in the latter 213, under the same number. On September 21, 1883, it lost by death the excellent senior of its faculty, Prof. William A. Norton, a teacher of more than fifty years' experience, who since 1852 had taught civil engineering in Yale College and this school. No special change appears to have been made in the general outline of instruction in the two years mentioned beyond what comes naturally from increasing thoroughness on the part of teachers chosen for their high qualifications and furnished yearly with considerable additions to their means of teaching. The number of students advances from year to year, and the preparation of candidates for admission is said also to show marked improvement. Besides the regular student courses, there are annual courses of lectures to mechanics and others on interesting and instructive scientific subjects. Teaching in military science is given, according to law, by officers from the United States Engineering School at Willet's Point.

The *Storrs Agricultural School*, at Mansfield, established in 1881 for the education of Connecticut boys in such branches of science as may conduce to skill in agricultural pursuits, presents for 1883 2-year courses in general and agricultural chemistry, farm mechanics, land surveying, botany, zoölogy, animal physiology, practical and theoretical agriculture, &c. Professors and instructors, 3 in 1883; students, 30; graduates of the year, 6.

Courses leading to the degree of B. S. are offered at Trinity College, Hartford, and at Wesleyan University, Middletown, which last has also one leading to the degree of PH. B.

PROFESSIONAL.

Theology in 3-year courses, meant to follow a collegiate course, was taught during 1882-'83 and 1883-'84, after the Congregationalist form, at the seminary of the Theological Institute of Connecticut, Hartford, and at the theological department of Yale College, New Haven; after the Protestant Episcopal form, at the Berkeley Divinity School, Middletown. Students at the first named in these two years, 46 and 54, under 6 professors and 4 lecturers, with an instructor in music and voice building; at the second, 106 and 99, under 6 professors and as many lecturers, with an instructor in elocution; at the third, 39 in the first year, under 7 professors, including one of elocution. Advanced or graduate classes appear at Yale in both years; at Hartford there was one in the latter year.

Law was taught in the department of law of Yale College, in the 2-year course for undergraduates, by the regular faculty of 7, with 3 special lecturers in 1882-'83 and 5 in 1883-'84. In the graduate course it was continued by 5 special lecturers and instructors to 2 candidates for the degree of M. L. in 1882-'83 and to 6 in 1883-'84, with 1 candidate for the degree of D. C. L., all these candidates being bachelors of law of other colleges and one a master of law.

Medicine, in the 3-year graded course of the medical department at Yale, was expounded by the regular teaching faculty of 7 in the years 1882-'83 and 1883-'84, each year covering 34 weeks, 10 lecturers and other teachers aiding in the instruction in the former year and 8 in the latter. In this latter year there was 1 graduate student in advanced studies and also 1 special student, besides the 29 regular students in the 3-year course. The number in the preceding year, all regular, was 30.

SPECIAL INSTRUCTION.

THE FINE ARTS.

The Yale College School of the Fine Arts endeavors (1) to furnish thorough technical instruction in the arts of painting, sculpture, and architecture; (2) to acquaint its students with at least a fair outline of what relates to the history, theory, and practice of art. The full course in these subjects covers 3 years and is open to young women as well as to young men; no student under 15 years of age may be admitted. Of 40 uncollegiate students in 1882-'83, 33 were women; of 49 such in 1883-'84, 43 were women. Students from the Sheffield Scientific School, additional to these, 82 in the former, 84 in the latter year. Students from Yale College proper, for whom there is an optional art course from January 1 to June 1 each year, not given. Teaching professors, 3, with 3 other instructors and a librarian, there being a considerable library of art, as well as collections of paintings, statues, casts, &c.

TRAINING OF NURSES.

The Hartford Hospital and the Connecticut Training School for Nurses, of the New Haven Hospital, continued in 1883 their valuable work of preparing women of full age, sound health, and good character for intelligent and efficient nursing service. The course in the former is said, in the latest circular of the directors, to be of 2 years; that in the latter, the committee give as of 1 year, with 6 months of additional practice under the direction of the school. The number in the former school in 1883 is not given in the circular sent. In the latter there were, at the close of that year, 23 at the hospital and 11 in private families. During the year 15 had graduated, making 73 from the beginning ten years before. A new dormitory for the nurses, planned in 1882, was in use in 1883.

EDUCATION OF DEAF-MUTES.

The report of the *American Asylum for the Education of the Deaf and Dumb*, Hartford, shows for 1882-'83 a total attendance of 210 and an average for the year of 185. In 1884 there was 1 more in attendance. The method of instruction continued to be that known as the eclectic or combined system, in which all the pupils have their general education carried on through the medium of signs, writing, and the manual alphabet, while those that show aptness in acquiring articulation and lip reading are taught these as special branches.

The *Whipple Home School for the Deaf*, Mystic River, continued also its instruction under the articulation and lip reading system, in which lines it claims eminently successful results.

EDUCATION OF THE FEEBLE-MINDED.

The Connecticut School for Imbeciles, Lakeville, reports for 1883 a total attendance of 102, of whom 92 remained at the close of the year. The number of beneficiaries of the State during the year was 60, of whom 56 continued on the list at the close. The system pursued is first to improve the sluggish physical system by active exercises, then to attract the attention and stimulate the mental faculties by object teaching, with singing, simple studies, Kindergarten plays, and pleasant industries.

STATE REFORMATORY AND INDUSTRIAL TRAINING.

The *Connecticut State Reform School*, Meriden, closed its thirty-second year November 30, 1883, with 406 boys remaining on its list out of 614 that had been present some part of the year, 208 having in that time been discharged. The system pursued is a combination of moral, religious, and school instruction, with training in productive industries that may prepare for self support. The family plan of housing the boys was extended during the year by the addition of 2 cottages to the 1 before reported, so that 2 new sets of 50 each might be withdrawn from the main building and put under the care of a man and wife, with a competent teacher, as soon as the buildings should be completed and furnished.

The *Connecticut Industrial School for Girls*, Middletown, closed its fourteenth year December 1, 1883, with 195 inmates out of 585 received since the opening of the school in January, 1870. The whole number under care during the year had been 249, of whom 54 had been placed in homes or otherwise disposed of. The training is in ordinary school studies, morals, and religion, as well as in household work, sewing, paper box making, laundering; and the success of this training, aided by good family influences in separate homes, has been so great that the demand for girls to assist in housekeeping, in the care of children, and in other useful work has come to be far beyond the supply. After leaving the school they are visited by an agent and are corresponded with till they are 21 years of age.

TRAINING OF ORPHANS.

For information as to homes for orphans and the educational and industrial training given in them in 1882-'83, see Table XXII, Part 1, of the appendix.

EDUCATIONAL CONVENTIONS.

CONNECTICUT STATE TEACHERS' ASSOCIATION.

The thirty-seventh annual meeting of this body was held in the hall of the New Haven High School, October 18-20, 1883, "a large number of principals and teachers being present from all parts of the State." The address of the first evening, after words of welcome from J. G. Lewis, of New Haven, was from Rev. Joseph T. Duryea, D. D., of Boston, Mass., on "The motive forces to earnest study," and is said to have aroused much enthusiasm. The first discussion of the next morning was "The relation of the public library to the public school," Superintendent Harrington, of Bridgeport, giving the general report of the committee appointed to consider it and dwelling on the importance of influencing pupils to choose good books and read them thoughtfully. Other subjects presented were "The relation of the public library to the grammar school and high school," "The teachers' work in directing pupils to the use of the public library," and "The teachers' own use of such a library." Secretary Charles D. Hine, of the State board of education, then gave a review of the Connecticut school system from the beginning, some two hundred and fifty years ago, when standards were high and studies few and a generous taxation gave the schools a good support; sketched the decline that came from 1712 to 1796, when ecclesiastical societies took school matters in hand, when taxes declined, rate bills came in, and academies and lower private schools largely displaced the common school; and finally showed how, from 1796, the sale of western lands owned by the State threw the support of schools again on public funds, with lightened taxation and with still inferior results, till in 1846 fifty more years of unsatisfactory results made the State ready for a return to the spirit of the old system, since which there has been gradual improvement, till now the best schools of the State rank well with any in other States.

Several other important topics were discussed, among them one by Superintendent Seaver, of Boston, on the advantages of elementary manual training in connection with public schools, and one by President Porter, of Yale College, on the power of the personal element in teaching.

After adopting resolutions in favor of well ordered public libraries as aids to school work, of a system of graded schools for every town, and of appropriations from the General Government for the instruction of Indians in Alaska, the association chose new officers and adjourned to meet at Hartford in 1884.

The thirty-eighth annual meeting was held in the high school hall, Hartford, October 23-25, 1884, with an attendance said to have been the largest ever known and with proceedings of great interest. On the first evening Mr. Wm. A. Mowry,¹ of Boston, delivered the opening address. The next morning Principal George L. Fox, of New Haven, presented a paper on "Teaching politics in public schools," saying that there was need to prepare for the duties of citizenship by teaching patriotism. The right way of teaching "The A B C of numbers" was next shown by Miss E. M. Reed, of the Welch Training School, New Haven, whose paper was so clear, practical, and useful that the association resolved to have it published for the use of teachers, and it will probably appear under State auspices in 1885. Prof. A. B. Morrill, of the State Normal School, next presented "Science conversations in the lower schools," urging a drill in familiar objects of natural science, on the seashore, in the country round the school, and elsewhere, getting the children to gather specimens and become students of nature as well as of books. "Reading and how it should be taught" was then presented by Prof. E. H. Russell, of the Massachusetts State Normal School, Worcester. "The relation of learning to teaching," by F. E. Bangs, of New Haven, closed the program of papers to be read, and the last hour was given to class exercises in arithmetic by Miss Helen F. Page, of the State Normal School, with a class of 20 pupils.

CONNECTICUT COUNCIL OF EDUCATION.

At a meeting of this council held in June, 1883, a committee, with the city superintendent of New Haven at its head, was appointed to take into consideration the condition of the country schools and to report what efforts on the part of the council might tend to the improvement of those schools. At another meeting, in December of that year, the report of this committee was presented, stating that circular letters of inquiry had been addressed to each member of the boards of school visitors and boards of education of the several towns throughout the State. The questions asked were: Would the country schools become better (1) if district lines were obliterated and the towns bired and paid the teachers, as well as examined and supervised them; (2) if the State board were to hold annual examinations supplementary to those in towns; (3) if superintendencies were to be established over counties or groups of towns; (4) if the country work could be classified and the pupils of maturer age and

¹This gentleman, who was at the head of the English and Classical School, Providence, R. I., is now managing editor of the Journal of Education.

higher grade be brought into a central school; and (5) if the best pupils were encouraged to take a course in the State Normal School before beginning to teach?

The answers to these several questions are not fully formulated, but from them and from their own observations the members of the committee seem to have come to at least these conclusions: (1) that district lines had better be obliterated and that a central committee in each rural town should have power, by consent of parents, to gather children of the same grade into the same school room under the charge of one teacher; (2) that a State examination of teachers should supplement the town examinations; (3) that there should be some more skilful supervision than can be had under the present country system, in which "all sorts of men, engaged in all sorts of business, knowing often nothing of the practical work of teaching," are engaged at \$2 a day for actual service to superintend the country schools; (4) that whatever may be done as to general training in the normal school, at least the best of the graduates of high schools should be induced to take a year of study at that school before becoming teachers, and that candidates found by the faculty unfit for effective school work should be rejected, not advanced.

The meeting of the council in 1884 was held at Hartford in June and discussed mainly the question of national aid to education, Superintendent Dutton, of New Haven, favoring such aid, as the safety of the Republic demands that voters be better educated; Mr. Fox, of New Haven, holding that, where danger exists, sufficient authority to meet it also exists, and that the clause in the Constitution authorizing Congress to promote the general welfare carries the power to make educational appropriations. Mr. Charles D. Hine, secretary of the State board of education, taking the opposite ground, held that there was no constitutional authority for such aid, nor was it expedient to give it; that the proposal to distribute aid to poor States on the basis of general illiteracy was a mistake, as, if distributed at all, it should be on the basis of illiteracy in children of school age; that the money distributed would be almost surely misused and would not accomplish its purpose; that schools and school support must grow, and not be called into existence by money.

CHIEF STATE SCHOOL OFFICER.

Hon. CHARLES D. HINE, *secretary of State board of education, Hartford.*

Mr. Hine entered upon duty January 1, 1883, and serves during the pleasure of the board.

DELAWARE.

STATISTICAL SUMMARY.

	1882.	1884.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21).....	33,133	35,069	1,936	.....
Colored youth of school age (6-21).....	a5,300	a5,500	200	.....
Whole number of school age.....	38,433	40,569	2,136	.....
Whites enrolled in free schools.....	23,450	27,037	3,587	.....
Colored enrolled in free schools.....	ab3,439	4,226	787	.....
Whole enrolment in State free schools.....	26,889	31,263	4,374	.....
Per cent. of enrolment to school youth.....	70.83	77.06	6.23	.....
Average daily attendance of whites ..	15,556	17,952	2,396	.....
Average monthly attendance of colored,	cl,177	cl,171	.....	6
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported.....	416	421	5	.....
Free schools for whites in these.....	515	514	29	.....
Average time of such schools, in days.....	156	157	1	.....
Free schools for colored children.....	d71	d69	.....	2
Average time of these schools, in days.....	104	104	.....	.....
TEACHERS.				
Teachers in free schools for whites.....	545	546	1	.....
Teachers in free schools for colored....	77	78	1	.....
FINANCIAL STATEMENT.				
Cost of free schools for whites.....	.....	\$206,918	.....	.....
Cost of free schools for colored.....	\$6,452	8,243	\$1,791	.....
Valuation of State school property.....	453,274	608,056	154,782	.....
Average monthly pay of white teachers.	30 95	32 31	1 36	.....
Average monthly pay of colored.....	24 00	24 00	.....	.....

a Not including colored children in Wilmington.

b In 1882-'83.

c The average daily attendance of colored children is not reported.

d Includes some in Wilmington.

(From report of Hon. Thomas N. Williams, State superintendent of free schools, apparently for the calendar years 1882 and 1884 and reports of Henry C. Conrad, actuary of the Delaware Association for the Education of the Colored People, for the school years 1882-'83 and 1883-'84.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The State superintendent of free schools says that "considered as the growth of ten years the Delaware system of free schools is a most gratifying work. Never before has public sentiment been so strong in favor of the support of free public schools as to-day. The press of the State is a unit in their favor. The leading men of all parties and of all religious denominations acknowledge and defend the truth that the State has duties as well as rights, and that foremost among them is the duty of securing a good common school education for the children of all classes." He expresses a belief that in 1884 there was substantial progress, a belief which the statistics abundantly confirm as respects the schools for whites at least, while those for colored youth seem to have fairly held their own, though there has not been in them the ad-

vance that it was hoped might come from the considerable State appropriation made to them since 1881.

The examinations of teachers, which began with the institution of a State school system worthy of the name in 1875, have been gradually disposing of the indifferent school teachers and substituting for them others that endeavor to excel. And, though this process is necessarily a slow one, it is evident, from a variety of testimony, that there is, as the superintendent says, a marked improvement from year to year in the qualifications of the teachers and in the effectiveness of the school work done by them. The instruction given at teachers' institutes held annually in each county in the State, with assistance from distinguished educators, has aided much in this improvement of the teachers.

ADMINISTRATION.

The supervision of the free schools for both white and colored children is committed to a State superintendent of free schools, who is appointed annually by the governor and is required to visit every school once a year, to examine persons proposing to teach in them, to hold a yearly institute in each county for the improvement of teachers, and, with the aid of a State board of education, to select the text books for use in the State schools, which, when purchased, he is to distribute to each school district at cost. Since 1881 he has been allowed an assistant superintendent, who is also appointed annually by the governor.

The State board includes the secretary of state and the president of Delaware College with the State superintendent. Besides aiding him in the selection of text books and commissioning teachers whom he finds qualified, it acts as a court of appeal in matters of controversy between him and minor State school officers or teachers.

In each school district a school committee of 3 members, elected by the voters of the district, with annual change of 1, provides school buildings, furniture, and fuel, employs teachers holding certificates from the State superintendent, makes regulations for the government of the school, holds it open for all white children over 6 years old, and levies an annual tax for its support.

For colored children there is a special agency, sanctioned by the State, called the Delaware Association for the Education of Colored People, which (except in the city of Wilmington and in a small colored corporation elsewhere) provides, through its actuary, for schools of at least 3 months' duration yearly.

FINANCES.

The means for the support of free schools for whites come (1) from the income of a State school fund, the proceeds of marriage and tavern licenses, one-fourth of the receipts from other licenses, and also one-fourth of the money arising from fees on commissions issued to prothonotaries, clerks of the peace, registers of wills, recorders of deeds, clerks of the orphans' court, and sheriffs; (2) from an annual tax of \$150 in each school district of New Castle County, of \$120 in each school district of Kent County, and of \$60 in each school district of Sussex County, these district taxes going to the schools of the districts in which they are levied.

For the support of schools in which colored youth are to be taught there is an annual tax of 30 cents on \$100 of the property of colored persons, and also an allowance from the State, which from 1881 to 1883 was \$2,400 annually, but in 1884 was made \$5,000, all distributed through the Delaware Association for the Education of the Colored People.

NEW LEGISLATION.

The only legislative action as to schools for the years covered by this report appears to have been the above noted increase of the State allowance to schools for colored youth and an act of April 19, 1883, extending the supervision of the State school officer to the schools of this class in addition to his previous supervision of the schools for whites.

CITY SCHOOL SYSTEM OF WILMINGTON.

OFFICERS.

Wilmington has a board of public education consisting of 2 members from each of its 11 wards, elected for 2 years, with annual change of 1 from each ward. There is also a superintendent of schools, employed by the board.

STATISTICS.

1882-'83.

Population of the city by census of 1880, 42,585; children of school age (6-21), not given; school-houses in use, 20; school rooms, 131; sittings, 6,713; pupils enrolled, 7,675; average belonging, 5,823; average daily attendance, 5,197; per cent. of attendance on average belonging, 89.2; teachers employed, 132, 4 of them in training school on trial, without salary; pay of those employed in full service, \$300 to \$1,300 a year;

whole expenditure for city schools, \$124,067.¹ There was in the year an increase of 1 in school houses used, of 15 in rooms for day pupils, and of 793 in sittings for study in all the day schools; while in enrolment the increase was 552; in average belonging, 632; in average daily attendance, 597. The 1 additional school-house noted is not a full indication of the increased accommodation, for 3 new school-houses were occupied at the beginning of the year, 2 of them taking the place of old rented ones. A large addition was made also to another building, these several improvements giving 1,208 additional seats for city pupils. The estimated value of school property after these improvements, including grounds, buildings, and apparatus, was \$314,749.

Besides the day schools, there appears to have been a night school held in one of the city school buildings under the auspices of a Citizens' Night School Association, but no statistics of attendance in it are given.

1882-'84.

In this year the school-houses numbered 22; the school rooms, 149; the sittings for study, 7,036; the enrolled pupils in day schools, 8,259; the average belonging, 6,374; the average daily attendance, 5,718; the teachers in the city day schools, 155; showing an increase of 2 in school-houses, of 18 in school rooms, of 377 in sittings, of 584 in enrolment, of 551 in average belonging, of 521 in average daily attendance, and of 23 in teachers employed. Increase in school property, \$13,912.

The schools for both white and colored pupils are included in these statistics. For the latter there were 4 schools, 10 rooms, 544 sittings, 11 teachers, with an enrolment of 817, an average belonging of 506, and an average daily attendance of 464, or 92 per cent. of the average belonging.

For the first time, apparently, 2 evening schools were maintained by the city board during the winter, beginning November 5 and closing in February, the session in one covering 80 evenings; in the other, 62. Enrolment, 120; average attendance, 73; teachers, 4 for the entire term and 1 for 50 evenings; sessions, from 7 to 9 o'clock.

KINDERGÄRTEN.

Statistics of two of this class of schools, both in Wilmington, may be found in Table V of the appendix; a summary of their statistics, in the report of the Commissioner preceding.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

Applicants for teacherships in the State free schools must prove to the State superintendent the possession of a good moral character in all cases. Such as can add to this a demonstration of capacity to teach the common English branches, with history of the United States, elements of rhetoric, algebra, geometry, and natural philosophy, are entitled to first grade certificates, good for 3 years. Those who fail of this, but in their examination answer 90 per cent. of the questions asked in spelling, reading, writing, mental and written arithmetic, geography, history of the United States, and English grammar, receive second grade certificates, good for 2 years. A third grade certificate, good for 1 year only, is allowed to such as reach 60 per cent. at their examination in these latter studies.

NORMAL TRAINING.

Since the apparent cessation of the normal course at the State college no report has reached this Office of any specific training in methods or science of teaching, except in Wilmington, where 4 divisions in a city training school are annually taught by pupil teachers who are on trial as to their capacity for paid employment in such work.

Something in this direction is probably done also at the teachers' institutes which the State superintendent is required by law to hold at least once a year in each of the 3 counties of the State, and which the teachers of the county are required to attend for such instruction as the superintendent may deem advisable and for a general interchange of views as to the means of improving both teaching and attendance.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State makes no specific provision for high schools, but the city of Wilmington has for many years maintained one for each sex. The courses in these are of 3 years, including higher English branches, with book-keeping, science of government, and history of France and Rome for boys and of Greece and Rome for girls. Both have a fair intermixture of natural sciences, but no studies in ancient or foreign languages. Enrolment in 1882-'83, 169.

¹ This expenditure includes \$11,946 for sites, buildings, and furniture and \$31,085 for past indebtedness.

Lewes and Dover are known to have had high schools in past years and may still maintain them.

OTHER SECONDARY TRAINING.

Ten academic schools, private or incorporated, appear to have existed in this State in 1832-'83. For those reported in 1833-'84, see Tables IV and VI of the appendix to this volume. One of these schools is the Newark Academy, which serves to some extent as a preparatory school for the State college.

SUPERIOR INSTRUCTION.

DELAWARE (STATE) COLLEGE, FOR BOTH SEXES.

Delaware College, Newark, formerly known as Newark College and chartered under its present title in 1867, admits both sexes. By act of assembly of 1869 each county in the State is entitled to have 10 students educated at the college free, such students to be designated by the members of the legislature. The college offered for 1883-'84 three courses, a classical, a scientific and agricultural, and a literary course, each of 4 years. The last is open to all, but is more especially designed for young women, who are allowed time for instruction in music, though it is not one of the studies in the college. German and French are taught, but Latin is optional in the senior year. Each of the above courses leads to its corresponding degree. Graduates that have received the degree of B. A. or B. S. may after 3 more years of study receive the degree of A. M. or M. S.

COLLEGE FOR WOMEN.

Wesleyan Female College, Wilmington (Methodist Episcopal), is the only college in the State for young women only. It has primary and preparatory departments, and, for the collegiate, students may choose between a 3-year English and a 4-year classical course, the former comprising English studies only and the latter adding German, French, and Latin.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The scientific and agricultural department of Delaware College offers a well arranged 4-year course leading to the degree of B. S. This includes German, French, Latin, civil engineering, physics, sanitary science, pure and applied chemistry, and laboratory practice. Military drill is required of all students during the spring and fall terms.

PROFESSIONAL.

As far as can be ascertained, no schools for systematic instruction in theology, law, or medicine have yet been established in this State, the advantages for all such instruction being amply afforded in Philadelphia.

SPECIAL INSTRUCTION.

TRAINING OF DEAF-MUTES, BLIND, ETC.

Information as to the education of deaf-mute, blind, and feeble-minded children at State expense has been sought in vain from State authority; but it is believed that such education is provided for, as in previous years, at the institutions for these classes in the neighboring States, Pennsylvania and Maryland.

EDUCATIONAL CONVENTION.

DELAWARE STATE TEACHERS' ASSOCIATION.

This association was established in 1879 at Rehoboth Beach, and in 1884 the sixth annual meeting was held at the same place and is said to have been in every way a success. These meetings, presided over by some of the ablest teachers of the State, are reported by the State superintendent to have been the means of bringing the various workers in the educational field into closer and more intimate association, while through lecturers brought in from other States much practical information as to methods of school work has been imparted to both State school teachers and principals and instructors in private schools. The bonds of union between these different classes have also, it is stated, been made much more strong.

CHIEF STATE SCHOOL OFFICER.

Hon. THOMAS N. WILLIAMS, *State superintendent of free schools, Dover.*

[Term, April 13, 1883, to April 13, 1884.]

FLORIDA.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21) <i>a</i>		66,799	.....	.....
Enrolled in public schools	632,536	658,311	.....	.....
Average daily attendance		635,881	.....	.....
Per cent. of average attendance to school youth		53.71	.....	.....
Per cent. of enrolment to school youth		87.29	.....	.....
Per cent. of average attendance to enrolment.		61.53	.....	.....
SCHOOLS.				
Public schools provided for.	41,273	.....	.....	.....
Public schools taught.	41,135	1,504	.....	.....
Average time of schools, in days .....		.....	.....	.....
Number of school-houses		1,160	.....	.....
TEACHERS.				
Men teaching in public schools		809	.....	.....
Women teaching in public schools		627	.....	.....
Whole number so employed		1,436	.....	.....
FINANCIAL ITEMS.				
Amount expended for public schools		\$172,178	.....	.....
Amount of permanent State school fund..	\$286,984	6429,984	.....	.....
Valuation of State school property		210,115	.....	.....
Average monthly pay of teachers .....		.....	.....	.....

a This is the age for attendance in public schools. For distribution of school funds to counties it is 4-21; to individual schools, according to average attendance.

b Twelve organized counties not reporting.

c Two organized counties not reporting.

d Nine organized counties not reporting.

e Hon. George P. Raney, attorney general, presents in the Peabody fund report of 1884 a statement from the Weekly Floridian of April 1 of that year, that the permanent invested school fund increased from \$250,284 in 1882 to \$429,984 in 1884.

(From reports of Hon. E. K. Foster and Hon. Albert J. Russell, State superintendents of public instruction, for the two years indicated, with some figures from Hon. George P. Raney, in the Peabody fund report for 1884.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

Statistics from this State are very imperfect, rendering impossible such comparison of year with year as might show whether progress has been made or not. Superintendent Foster, in his report for 1882-'83, estimates that there had been an increase that year of at least 245 in the number of public schools taught. The exact number could not be given on account of the failure of 9 county superintendents to report. In regard to other items the statistics were so imperfect that he did not even undertake to make an estimate. He was confident, however, that there had been an increase during the year, both in the number of pupils attending public schools and in the length of term.

The successor of Mr. Foster, Superintendent Russell, reported for 1883-'84 a greatly increased interest on the part of the people in the work of the schools. The number of schools sustained had increased in two years by 270; the pupils enrolled, by 55,585. A census of the youth of school age taken in 1884 showed an increase of only 6,662 over the number reported in 1880, but this, the superintendent thinks, is much below the actual increase. Owing to the inaccessibility of a large portion of the population

and the small pay allowed assessors, the work was probably imperfectly done. It is, however, evident that the school resources of the State are on the way to a considerable improvement; that the interest of the people in the schools is increasing in the better portions of the State; and that, in the numerous institutes now held, as well as in the normal schools established, there is promise of a higher grade of teaching, which must soon make a decided impression on the schools. With the new interest thus aroused, it may be even hoped that the 9 counties which for many years have failed to make any report whatever of schools taught will be induced to do something towards the education of their children.

ADMINISTRATION.

A State superintendent of public instruction, elected for 4-year terms at the general election for State officers, has the administrative supervision of all matters pertaining to the public school system. The superintendent, secretary of state, and attorney general constitute a State board of education for charge and management of school lands, safe keeping and disbursement of school funds, and appointment of a board of education for each county. These county boards, not to exceed 5 members, act as agents of the State board in the care of school lands and distribution of school funds, and are to locate and maintain schools for at least 3 months each year wherever needed, appointing for each school or group of schools from 1 to 5 trustees as local supervisors. A county superintendent, appointed by the governor for 2-year terms, acts as secretary and agent of each county board, visiting the schools and looking into their condition. Teachers are employed and text books chosen by the county boards; but before employment each teacher must present a certificate of qualification, for which, see Preparation and Qualifications of Teachers, further on.

SCHOOL FINANCES.

The means for the support of the State public schools come (1) from the interest of a common school fund, distributed among the counties in proportion to the number of children in each between 4 and 21 years of age; (2) from a State school tax of not less than 1 mill on \$1 annually; (3) from an annual county tax, not to be less than half the amount apportioned for the year from the State school fund.

To these resources the trustees of the Peabody fund added for 1882-'83 \$1,150 for public schools, \$775 for teachers' institutes, and \$1,000 for scholarships at the Southern Normal College, Nashville, Tenn.; for 1883-'84, the sum of \$1,100, of which the superintendent reports having expended \$600 in aid of public schools and \$260 for teachers' institutes and normal schools. The \$1,000 for scholarships at Nashville were renewed this year.

NEW LEGISLATION.

An act of March 1, 1883, required county boards of education that had not provided for uniform text books in their schools to meet May 7 of that year and adopt a series of text books for use in them for at least 5 years, said series to be obligatory on the trustees and teachers of their several counties. Another, of the same date, prohibited dealing in such text books on the part of school officers.

An act of March 5, 1883, appropriated \$1,000 for that year and the same for the next to meet the expenses of teachers' institutes to be held under the direction of the State superintendent, who should designate the places for them and report respecting them. Another act of the same date authorized the superintendent to coöperate with the boards of trustees of the East and West Florida Seminaries, with the superintendents of the counties in which those seminaries lie, and with the trustees of Lincoln Academy, Tallahassee, and Union Academy, Gainesville, in the establishment of normal departments in those seminaries and academies for training persons in the art of teaching such branches as are usually studied in the common schools. The diplomas of graduation from the departments to be thus established are to have the force of teachers' certificates. For such departments in 1883 there was appropriated \$3,000, and the same amount in 1884.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

The only cities with sufficient population for notice under this head are Jacksonville and Key West, and these have no organized city school systems, the schools of both being simply parts of the county systems of Duval and Monroe Counties. The superintendents and boards of education of these counties have the supervision of the schools, which embrace all grades from primary to high, but no statistics of them are attainable apart from those of the county schools.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

Persons purposing to teach in the public schools must present evidence of good moral character, of the requisite literary qualifications, and of acquaintance with the art of imparting instruction and managing a school. On compliance with these conditions, they may, after an examination by the State superintendent, by the board of education of the county in which they wish to teach, or by the county superintendent, receive certificates, those from the State superintendent good throughout the State, those from the county board or county superintendent good in the county from the authorities of which they are received. The certificates given are of 3 grades, according to qualification and success in school work. In future, as may be seen below, certificates of graduation from State normal schools will have equal force with these.

STATE NORMAL DEPARTMENTS.

To prepare persons for teaching in the public schools, the East Florida Seminary, Gainesville, added, apparently in 1880, a school of didactics and pedagogics to its general English and classical courses. This in 1881-'82 and 1882-'83 covered 2 regular sessions of 36 weeks each, with a normal term of 6 weeks at the close of each regular session. Under the changed title of a normal class and an apparent shortening of the time by 1 year, to follow 2 years of English studies, essentially the same general arrangements were continued in 1883-'84, in which year 25 normal students, under 3 teachers, were reported.

The West Florida Seminary, Tallahassee, shows also arrangements for the training of persons in the art of teaching, and the State report for 1883-'84 shows 15 normal students and 59 others, under 7 professors.

As stated under the head of New Legislation, preceding, an act of March 5, 1883, provided for the addition of normal departments also to the Lincoln Academy, Tallahassee, and the Union Academy, Gainesville, for the preparation of colored teachers, diplomas of graduation to have the force of teachers' certificates.

The law under which the two seminaries first named were created, January 1, 1851, says that "their first purpose shall be the instruction of persons, male and female, in the art of teaching all the branches that pertain to a good common school education." This will now apply to the two academies also, at each of which normal instruction was begun in July and August, apparently of 1882-'83, in special schools for teachers held outside of the regular sessions, with 94 pupils in attendance, 47 at each place. The best available teachers were employed in them and excellent results were obtained, as was shown by subsequent improvement in the schools of those teachers who attended.

OTHER NORMAL TRAINING.

The Cookman Institute, Jacksonville, in its catalogue for 1883-'84, gives a list of 121 students in its 3 normal classes, the studies in which appear to embrace little beyond elementary English branches, nothing being said of instruction in the science and methods of teaching. This school, which is for the colored race and includes both sexes, claims to have prepared more than 300 teachers and preachers for work among their people.

TEACHERS' INSTITUTES.

Since January, 1869, the State superintendent has been required by law "to assemble teachers in institutes and employ competent instructors to impart information on improved methods of teaching and conducting schools;" but, from the poverty of the State for a large portion of that time, there has been such lack of appropriations for this purpose that institutes were almost impracticable till the agent of the Peabody fund supplied the means for them in 1882. The appropriation of \$1,000 by the legislature for institutes in 1883 and as much for 1884, before referred to, removed this difficulty, and Superintendent Russell held institutes in seven counties, many teachers of adjacent counties being present and participating. Institutes in six other counties were also arranged for, to be held in September, November, and December, apparently in 1883; but definite information as to these is wanting.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No specific provision for high schools exists, except that each county board of education is authorized to establish "schools of higher grades of instruction" where the advancement and number of pupils require them. Duval County, at least, has a high school with a 3-year course, to supplement the instruction of its eight grades of primary and grammar schools. Key West is also believed to have one, and in 28

other counties the State report of 1881-'82 showed a considerable number of pupils in higher branches than those of the ordinary school course, but without intimation of high school courses.

The East and West Florida Seminaries serve substantially the purpose of high schools for Gainesville and Tallahassee, as well as for the counties in which they are situated. The Lincoln Academy, Tallahassee, and Union Academy, Gainesville, serve a like purpose for the colored race.

OTHER SECONDARY SCHOOLS.

For the statistics of business colleges and private academic schools that may report themselves, see Tables IV and VI of the appendix to this volume. Prominent among the schools of academic class is the Cookman Institute, Jacksonville, before referred to, under Methodist influences, which has good buildings, a fair academic course, with collegiate titles for its 4-year classes, but as yet no indications of any full collegiate work. Students in this department, 40 in 1883-'84; in preparatory and intermediate departments, which embrace only English studies, 136, making, with the normal before noticed, a total of 297 pupils, under 7 instructors.

SUPERIOR INSTRUCTION.

COLLEGE FOR YOUNG MEN AND YOUNG WOMEN.

An announcement comes from an official source that "in February, 1883, the Florida University was organized under a liberal charter." As thus organized, it is meant to embrace 5 colleges: a college of literature and science, a polytechnic and normal institute, a theological institute, a college of law, and a college of medicine and surgery. The first and last of these are said to be the only ones put into actual operation under this new movement.

The college of literature and science is an expansion of the West Florida Seminary at Tallahassee, which in 1823 and 1845, in common with a kindred seminary in East Florida, received from Congress an endowment of two townships of land for each. On this endowment both have been for many years maintained as seminaries, with literary and military departments, and some preparatory classes in the last few years. Now the western one is given the higher title of university, with a faculty that comprises a president, who is also professor of mathematics, engineering, and military tactics; a professor of ancient languages; one of English literature and history; one of modern languages; and an emeritus professor of political economy.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Both the literary and medical departments above mentioned are to be open to young women in common with young men. For any other opportunities of securing higher education offered to young women in this State, see Table VIII of the appendix to this report.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Florida State Agricultural College has been located at Lake City, whose citizens gave the institution 100 acres of land and \$15,000 for building purposes. During the year 1883-'84 a commodious building was completed, the faculty elected, and the courses of study arranged. These embrace classical, literary, philosophical, and 3 scientific courses, general, engineering, and agricultural. Opportunities for the practical application of the theories taught are to be furnished by the laboratory, the field, and farm, and it is said that in no case will the diploma of the institution be granted to those unfamiliar with the arts connected with the course of study pursued. The horticultural branch of the agricultural department is to receive special attention. Military science will be taught by a competent instructor. The degree of bachelor of arts is to be given to graduates of the literary as well as the classical course, although students in the latter substitute French or German for Greek. Free tuition is offered to as many students, residents of the State, as there are members of the legislature, selected by the boards of education of the several counties.

That some scientific training is to be given in the newly organized State University is implied in the facts (1) that the president of the literary faculty is professor of mathematics and engineering and (2) that there is a professor of chemistry, while a polytechnic institute enters into the plan for future years.

PROFESSIONAL.

It appears from the announcement of the departments to be established in connection with the university that a *theological institute* is one, but, as such an institute would have to be strictly non-sectarian and avoid all points of theology not held in common by the various christian denominations, its range of instruction would neces-

sarily be very narrow, and few, if any, pupils would be likely to be drawn to it. The establishment of that branch of the university is therefore probably a thing of the far future. Some preparation for the ministry of the Methodist Episcopal Church appears to be given in the "biblical classes" of the Cookman Institute, Jacksonville, a school for the instruction of the colored race. In these classes 19 were enrolled in 1883-'84, of which number 7 were in theological and 12 in catechetical studies.

The *Law College* mentioned is much more in the line of present needs, and may possibly be organized before long.

The *College of Medicine and Surgery* appears to have been organized simultaneously with the literary department of the university, in the winter of 1883. It is so eclectic in character that it will not attempt to decide as to the merits of different systems of practice, but welcomes students of either sex, not attempting to bind them to any method of practice after graduation. All that it asks for graduation is suitable age, good moral character, a fair literary or common school education, satisfactory examination in every branch of medicine, and payment of the examination fee.

SPECIAL INSTRUCTION.

INSTITUTION FOR DEAF-MUTES AND THE BLIND.

In 1883 provision was made by the legislature for the establishment of a school in which indigent deaf-mutes and the blind from 6 to 21 years of age might receive free instruction, such others as could pay for the instruction to have also the privilege of entrance on payment of the actual cost of teaching and support. The chief State officers were made trustees, and an appropriation of \$10,000 for 1883 and as much for 1884 were made for a beginning of this good work. St. Augustine secured the location of the institution by a gift of five acres of land and \$1,000 in cash; plans were made for a group of buildings, costing \$12,749, to accommodate both races, and during 1884 they were completed in a satisfactory manner. A principal was appointed by the board of managers and at the date of the State superintendent's report the institution was being made ready for the reception of pupils.

REFORMATORY INDUSTRIAL SCHOOL.

State Superintendent Russell calls the attention of the legislature to the necessity for a reformatory industrial school, to which may be sent vagrant children who will neither attend the public schools nor work, from whose ranks come a large portion of the criminals that fill the prisons. With the large surplus of funds in the State treasury he advises the purchase of a large tract of fertile land, suitable buildings to be erected on it, including workshops for the various trades, so that these children who are now growing up to be a curse to themselves and to society may be taught farming and other employments and become useful members of society.

CHIEF STATE SCHOOL OFFICER.

Hon. A. J. RUSSELL, *State superintendent of public instruction, Tallahassee.*

[Term, February 22, 1884, to January 4, 1885.]

GEORGIA.

STATISTICAL SUMMARY.

	1882.	1883.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-18).....	a267,902	a267,902	6,018	.....
Colored youth of school age (6-18)...	a240,285	a240,285	5,396	.....
Whole number of school age	a508,187	a508,187	11,414	.....
White youth in public schools.....	161,377	175,668	14,291	.....
Colored youth in public schools.....	95,055	111,743	16,688	.....
Whole number enrolled in them	256,432	287,411	30,979	.....
Per cent. of enumeration enrolled	50.20	56.55	6.35	.....
Average daily attendance in public schools.	164,180	188,371	24,191	.....
Percent. of attendance to enumeration.	32.31	37.07	4.76	.....
Youth in elementary private schools b..	33,304	30,809	.....	2,495
Youth in academic private schools b...	6,383	6,034	.....	349
Youth in collegiate schools b.....	4,282	2,351	.....	1,931
Reported enrolment in all schools.....	300,401	326,605	26,203	.....
Per cent. of this enrolment to school youth.	59.11	64.26	5.15	.....
SCHOOLS.				
Public schools for white pupils	4,297	4,517	220	.....
Public schools for colored pupils	1,815	2,020	205	.....
Public schools under local laws	239	194	.....	45
Total public schools reported	6,351	6,731	380	.....
Public schools reported as graded.....	111	142	31	.....
Public schools reported as high	10	11	1	.....
Private elementary schools reported ..	931	889	.....	42
Private academic schools reported.....	99	94	.....	5
Private and State collegiate schools ..	29	12	.....	17
Whole number of these last 3 classes..	1,059	995	.....	64
Average time of public schools in the country, in days.	65	65	.....	.....
Average time of public schools in cities, in days.	198	198	.....	.....
TEACHERS.				
Public school teachers reported.....	6,351	6,970	619	.....
Teachers in private elementary schools.	1,005	967	.....	38
Teachers in private academic schools..	198	172	.....	26
Teachers in collegiate schools reported.	224	100	.....	124
Whole number of teachers reported ..	7,778	8,209	431	.....
FINANCIAL STATEMENT.				
State expenditure for public schools c.	\$584,174	\$613,647	\$29,473	.....
Valuation of public school property ..	.....	.....	.....	.....
Average monthly pay of teachers in State schools.	.....	.....	.....	.....

a State census of 1882.

b Schools of these three classes are very imperfectly reported.

c These amounts from State and local funds and taxes are considerably increased by patrons.

(From reports and returns of Hon. Gustavus J. Orr, State school commissioner, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

A table presented by State School Commissioner Orr at the opening of his report for 1883 and 1884 shows that both enrolment in the public schools and average attendance in them have steadily increased: the former, since the institution of the present State

school system in 1871; the latter, since it came first into the report in 1874. The figures for each annually present greatly larger totals, though the ratio of increase has varied in different years considerably. Such steady growth for so many years is creditable to the State that has furnished the means for securing it and to the excellent State commissioner, whose wise and courteous administration has smoothed the way through many obstacles to its present great success.

From 1882 to 1883 the increase in enrolment in the public schools was 30,979, a greater growth than in any other year since 1874, while the average attendance in such schools was nearly 10,000 higher than in any previous year, being 24,191 more than in 1882. The aggregate amount spent for the State schools was in 1883 increased by \$29,473 beyond the \$84,174 of 1882, and, as may be seen, the percentages secured, of enrolment to school youth, of average attendance to enumeration, and of the reported enrolment in all schools to the total number of school age, are somewhat higher. The great difficulty in the way of still fuller and more effective progress is lack of funds for increasing the annual school term, which now averages only about three months, except in cities, where it is reported that the average term covers about nine months. The reports from private schools and from colleges are so indefinite and contain so many gaps that the full amount of education given, while greater than reported, cannot be accurately stated.

ADMINISTRATION.

A State board of education composed of the chief State officers, with the governor as president, holds in trust grants and devises for educational purposes and acts as a court of appeals in questions relating to school law. A State school commissioner, appointed biennially by the governor, is a member of this board and its executive officer for the distribution of school funds, supervision of school interests, and biennial report of school affairs. Each county (except 4 under special local laws) has a county board of education of 5 members, selected for 4-year terms by the grand jury of the county, subject to partial biennial change. A secretary, chosen by each board for a 4-year term, acts as county commissioner of education, with duties similar to those of county superintendents elsewhere. The county boards choose for each subdistrict into which their counties may be divided 3 trustees for local supervision of schools, one to be liable to change each year.

The public schools (and private schools with which arrangements for public school instruction have been made) are free to all the children residing in the subdistricts where they exist; but separate schools for white and colored children are required to be maintained, and only elementary branches may be taught, except in counties and cities that have been favored with special early franchises. The county boards of education, with like exception, prescribe the text books for their schools. The county commissioners examine persons that desire to teach and license such as are found to be qualified. The licenses are of 4 grades, according to capacity and preparation, covering 3 years, 2 years, 1 year, and six months, this last meant only for low grade country schools. As a rule, the teachers are to teach sessions of at least 3 months each year, but, in sparsely settled counties where the county boards cannot keep up their schools for that full time, they are allowed to maintain "ambulatory schools" in successive neighborhoods for two months only in each case, so locating them as to reach the majority of the children to be taught and so arranging the school terms as to make it possible for one teacher to serve in 2, 3, or more of said schools, each to contain not less than 15 pupils. Evening schools are also provided for. Of all schools taught under the State system the teachers must make report to their county school commissioner, or some special school officer, at the expiration of each term; and until such report is made no pay may be received. The same rule holds as to commissioners.

SCHOOL FINANCES.

The funds for the support of public schools come from a poll tax not to exceed \$1 on each voter; from taxes on shows and exhibitions (such as circuses and their accompanying side shows); from taxes on dealers in intoxicating drinks and on dealers in pistols, revolvers, dirks, or bowie knives; from the net proceeds of fees for inspecting fertilizers and for the hire of convicts; with the dividends from State shares in one railway and from one-half the rental of another.

AID FROM THE PEABODY AND SLATER FUNDS.

The trustees of the Peabody fund for the promotion of education in the South gave \$5,900 to the State in 1882-'83, of which sum \$1,000 went to the public schools; \$500 to Atlanta University, for the training of colored teachers for such schools; \$2,000 to teachers' institutes; and \$2,400 for normal scholarships at Nashville, for Georgia students. During 1883-'84 there were granted from the same fund \$2,400 for scholarships at Nashville, \$2,000 for teachers' institutes, and \$500 for public schools in the city of Americus.

From the Slater fund, founded by Mr. John F. Slater, of Norwich, Conn., Atlanta

University, Clark University, and the Atlanta Baptist Female Seminary received \$2,000 each in 1882-'83, and Lewis High School, Macon, \$200, all believed to be disbursed through the State school commissioner and all meant to further education among the colored people, with the special idea of fitting them to become teachers for their race.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

Cities that have 2,000 or more inhabitants may form independent school systems, under boards of education or trustees of schools; judges of courts and mayors of cities may act as members ex officio of the boards. Augusta, Macon, and Savannah combine county and city systems, each city employing a superintendent.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Atlanta.....	37,409	10,554	4,752	4,466	72	\$53,137
Augusta.....	21,891	6,056	3,029	1,557	46	22,723
Columbus.....	10,123	3,655	1,487	1,186	27	18.0.5
Macon.....	12,749	3,413	1,852	1,210	35	623,900
Savannah.....	30,709	7,745	3,163	2,263	57	.....

1883-'84.

Atlanta.....	37,409	10,554	5,276	4,959	81	56,368
Augusta.....	21,891	6,056	3,181	1,666	47	26,559
Columbus.....	10,123	3,655	1,649	1,296	.....	17,313
Macon.....	12,749	3,413	1,810	1,400	35	627,556
Savannah.....	30,709	6,056	3,163	2,025	59	49,395

a Census of 1880.

b Includes whole county.

Atlanta in 1883 was reported as having no pupil in the public schools, either white or black, that had not been vaccinated. As a consequence, not a single pupil had the small-pox, though many were exposed to it. A suspension of the schools during the month of December, however, did much to derange the instruction of the year. The experimental introduction of colored teachers for colored schools, noted in 1882, continued to prove successful, meeting the expectations of the colored people and satisfying their desire for teaching from persons of their own race. Sixteen such teachers were employed in 2 of the 3 colored schools; in the remaining 1 there were still 4 white teachers. This appears to have remained the arrangement for the next year also, when another suspension of the schools in December was only averted by the teachers, who as a body, with consent of the school board, continued to teach till Christmas, and thus kept their schools and grades intact through the full 10-month course provided for. Considerable additions were made in both years to the school accommodations, and thus many children that had been kept out of school by lack of room were admitted, and this without excessive crowding, though further provision for a growing school population was still much needed. The valuation of public school property was \$150,000; the estimated enrolment in private and church schools, 2,000.

In Augusta the public schools were taught $8\frac{1}{2}$ months during 1883-'84, against 9 months the year previous. A large lot was bought by the trustees at the end of Telfair street, on which to erect a school-house large enough for all the factory children and others of that neighborhood. The colored schools were doing good work, with an enrolment of 1,268 pupils, under 15 teachers. At the opening of these schools the enrolment is overwhelming and the attendance is full until the spring months, when it begins to fall off, continuing, however, to be from 50 to 60 in each school, which is enough to keep all the teachers fully employed.

Columbus for 1882-'83 reports 7 school buildings for primary and grammar grades, but none for high schools; rooms for instruction, 27; public school property, estimated at \$44,000; school days in the year, 195, of which 188 were occupied in teaching. Music entered into the instruction given, a special teacher of it receiving \$90 a year for vocal and \$2 a month for each scholar in instrumental music. In private and church schools there was an estimated attendance of 275 pupils.

Macon at the opening of 1882-'83 reduced the time for the grammar school course (which appears to include primary as well) to 6 years under an impression that this would suffice to prepare for the high school. It also, towards the close of the year and for the

next, entered on the policy of employing women as principals of the grammar schools. The latter proved thoroughly successful, securing both excellent management and thorough teaching. The former appears to be yet on trial. Other experiments are thought to have proved useful, such as concentrating efforts to teach reading especially on the first three years of the course, doing away with text book instruction in grammar in the lower grades, using in spelling exercises words in common use, and insisting upon thorough acquaintance with these before the spelling book is taken up. Another change, more questionable, is that requiring from the children, after the first four fundamental processes in arithmetic, a large amount of mental work without pencil and slate or paper. Remarkable results are said to be secured in this line, but it may be doubted whether it is a safe process for all children.

Savannah had in 1882-'83 the same connection of city and county schools that has been noticed in preceding years, as well as the connection of 2 Roman Catholic schools with the city system. Including these last, there were in the city 9 schools, 7 of them for white pupils, 2 for colored; while in the county there were 22 more, 6 of them for whites and 16 for colored. The statistics given in the preceding tables are for the city schools alone. Adding those of the county, there were in all 31 schools, with 79 teachers and 4,504 pupils. The classes in the various schools were generally full during the entire school year, and in the lower grades there was considerable crowding. The grades below the high school numbered 8; those in the boys' high school are given as 3 in one place and as 4 in another; those in the girl's high school as 4.

KINDERGÄRTEN.

For information concerning 3 Kindergärten in this State, see Table V of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

Applicants for license to teach in the primary schools are to be examined in the common branches, and those who wish to teach in higher grades, in the studies belonging to those grades. This examination in ordinary cases is by the county commissioner; in cities under special laws, by a committee on examinations. The licenses given are, in counties, of 4 grades, covering from 6 months to 3 years.

NORMAL SCHOOLS AND DEPARTMENTS.

No State school for the sole purpose of training teachers has been yet established, but since 1870 Atlanta University has received \$8,000 annually from the State, mainly because of its usefulness in preparing young people of either sex for teaching in the public schools for colored people. The Middle Georgia and North Georgia Agricultural Colleges also do something towards preparing teachers for the schools for whites, both having recognized normal departments, which, by authority of the legislature, are authorized to issue to duly prepared pupils certificates of proficiency that have the force of State licenses to teach in the public schools. The cities of Atlanta, Augusta, Columbus, Macon, and perhaps others have normal classes to prepare teachers for their schools or for schools elsewhere, and work in the same line is done by Clark University, Atlanta; by the Lewis High School, Macon; the Haven Normal School, Waynesboro', and the Atlanta Baptist Female Seminary. For such statistics of these as may be presented, see Table III of the appendix.

TEACHERS' INSTITUTES.

Teachers' institutes, each continuing 4 weeks, for white and colored teachers, were held at Albany, Barnesville, Covington, Dalton, Sandersville, and Way Cross in 1883 through aid from the Peabody fund. Through like aid in 1884 such institutes were held at Norcross, Macon, and Dalton. Their success, Dr. Orr says, was reasonably good; their effect on those present "very fine." There was, however, a hindrance to full success in the fact that in the months of July and August, the only ones in which experienced city teachers can be secured as institute instructors, the common schools were generally in operation; hence the teachers in country districts, who most need the instruction given at the institutes, could not attend in anything like the number to be desired. Instruction in the studies to be taught was given, but the main design was to show how they should be taught.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The cities of Americus, Atlanta, Augusta, Macon, Sandersville, and Savannah all have high schools as parts of their city school systems, the common rule being to have a separate one for each sex. Where colored pupils are sufficiently advanced for

high school instruction, separate high schools from those for whites are provided for them, the feature of separation of the sexes being usually retained in these also.

OTHER SECONDARY SCHOOLS.

Of private schools, 94 are presented in the report of the State school commissioner for 1883, with 172 teachers and 6,034 pupils, all white.

For business colleges, academic schools for secondary instruction, preparatory schools, and preparatory departments of colleges reported to this Bureau, see Tables IV, VI, VII, IX, and X of the appendix to this volume.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Georgia, Athens (non-sectarian), offers in its collegiate department classical, scientific, and literary courses of 4 years each. It has also agricultural, mechanical, legal, and medical departments, as well as 4 branch agricultural colleges in different parts of the State. As a university it confers the degrees of M. A., C. E., L. B., and M. D.; in its academic department (Franklin College) it gives the customary A. B., B. S., and PH. B.; in its State college (of agriculture and mechanic arts), those of AG. B., ENG. B., B. CHEM. S. Its academic studies are pursued in 10 schools, the subjects in which are so arranged as to be combined into departments for different types of culture. The catalogue of 1883-'84 shows in all the collegiate departments a total attendance of 478, of whom 203 were in the Franklin College, State College, and law school, Athens; 122 in the medical department, Augusta; and 153 in the collegiate departments of the 4 branch colleges at Cuthbert, Dahlonega, Milledgeville, and Thomasville. These branch colleges had also in primary and preparatory classes 619 pupils, making an aggregate of 1,097 pupils and students. Other institutions claiming collegiate rank are Atlanta University, Atlanta (non-sectarian); Clark University, Atlanta (Methodist); Mercer University, Macon (Baptist); Pio Nono College, Macon (Roman Catholic); and Emory College, Oxford (Methodist Episcopal). All these have 4-year classical and all but Mercer preparatory courses. Atlanta and Clark Universities, for colored students of either sex, in addition to full collegiate instruction, give normal and industrial training, teaching young men the elements of mechanical trades and farming, and young women nursing, sewing, and general housework. Both give instruction in music and the latter offers a business course. Emory College includes the study of Greek during the entire course, with Hebrew for the junior and senior years; it also presents a course in vocal music covering 3 years. Pio Nono offers commercial instruction, military drill, and a graduate course.

From Bowdon, Gainesville, and Methodist Colleges and from College Temple on reports have been received.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Atlanta and Clark Universities and the branch agricultural colleges at Dahlonega and Milledgeville offer equal instruction to both sexes. For statistics of schools exclusively for young women, see Table VIII of the appendix to this volume, and for a summary thereof, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

For instruction of this class the State College of Agriculture and the Mechanic Arts, Athens, offers 3 courses of 4 years, in agriculture, horticulture, and natural history, engineering, and chemistry (the first and last being at present consolidated), with a course in architecture and building, of undefined length. Some scientific instruction is found in Atlanta and Clark Universities and in the 4 branch colleges of the State University, at Cuthbert, Dahlonega, Milledgeville, and Thomasville; while Emory and Mercer present special scientific courses of 3 years each, and Pio Nono, one of 4 years.

PROFESSIONAL.

Theological instruction was given to some extent in Atlanta and Clark Universities (Congregational and Methodist) and in the Atlanta Baptist Seminary¹ for colored students, while Mercer University (Baptist) in its theological department prepared students for the ministry. Emory College (Methodist) gave biblical instruction throughout its entire collegiate course, including the Greek Testament and Hebrew, as an aid to preparation for the ministry. The Theological Seminary at Columbia (Southern Presbyterian) began its second session since the reopening in 1882, September 17, 1883, and continued it to May 8, 1884, with 4 professors and 34 students,

¹ At this seminary, out of 147 students, all males, 54 were preparing for ministerial work in 1883.

coming from 9 States and representing 13 colleges and universities. All but 4 of these students were in the regular 3-year course, those 4 taking a special course. The instruction was in science and revelation, didactic theology, pastoral theology, exegesis of the Old and New Testament, biblical and ecclesiastical history, church polity, mental and moral philosophy, Hebrew, and homiletics. A beginning of instruction in elocution was also made, and hereafter that important aid to efficiency is to enter into the regular course of teaching.

Legal instruction is given in the law department of the State University, Athens, in a 1-year course, the former recommendation of a 2-year course having been withdrawn. There are 2 classes, junior and senior, and students may enter either class, if prepared, but must remain at least one term of 6 months before graduating. Diplomas are conferred at the end of the course, which admit graduates to the bar of the superior courts of Georgia without further examination. Emory College and Mercer University offer also legal instruction, covering one collegiate year, and graduates are admitted to practice in the State without further examination.

Medical instruction in this State has been judiciously regulated by an act of 1881, which makes it unlawful for any medical college in it to grant diplomas, except to students that have attended 2 or more full courses of study in a regularly chartered medical college of good standing and have passed a creditable examination before the faculty or the individual professors in all the branches usually taught in such colleges. The penalty for violation of this provision is \$5,000, half to go to the informant, the remainder to the county treasury, for educational purposes.

The "regular" schools acting under this law in 1882-'83 and 1883-'84 were Atlanta Medical College and Southern Medical College, Atlanta, and the Medical College of Georgia, Augusta, the last a department of the University of Georgia. These had courses, respectively, of 18, 19, and 17 weeks each year. All 3 complied with the law in requiring attendance on at least 2 lecture courses of these lengths, and the last 2 mentioned recommended a full graded course of 3 years. The total number of students in the 3 was 277 in 1882-'83. The last named reports 122 students in 1883-'84 and a faculty enlarged by the addition of 6 specialists. Students at the two others, 200.

No homœopathic school appears in 1882-'83 or 1883-'84.

The eclectic schools were, as before, the College of American Medicine and Surgery and the Georgia Eclectic Medical College, both at Atlanta, the first with 2 lecture courses of 16 weeks each annually, the other with 1 of 20 weeks. Students in the two, 91 in 1882-'83. The next year the former school was merged in the latter.

For separate statistics of each school reporting, see Table XIII, appendix.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Georgia Institution for the Education of the Deaf and Dumb, Cave Spring, during the year 1883-'84, had 93 pupils, 40 of whom were girls, all under 5 instructors, 1 being a deaf-mute and 2 semi-mutes. The methods of instruction were oral and manual combined, the common English branches being taught, with industrial training in shoemaking. The institution is supported by the State, the value of the buildings and grounds being \$40,000, with a library of 1,000 volumes. The total number of pupils instructed at the school since its organization in 1846 is 325.

EDUCATION OF THE BLIND.

No report from the Georgia Academy for the Blind, Macon, has been received.

INSTRUCTION OF ORPHANS.

For any statistics of institutions for orphan and dependent children that may be reported for 1883-'84, see Table XXII of the appendix.

EDUCATIONAL CONVENTION.

TEACHERS' ASSOCIATION.

The Georgia Teachers' Association met at Athens in the spring of 1883. State Superintendent Orr made an earnest and powerful appeal in behalf of the children of poverty and ignorance. The matter of special interest in the convention was the normal school discussion, which ended in adopting resolutions urging the legislature to establish a normal school.

CHIEF STATE SCHOOL OFFICER.

Hon. GUSTAVUS J. ORR, *State school commissioner, Atlanta.*

[Fifth term, December 31, 1882, to December 31, 1884.]

ILLINOIS.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (6-21).....	1,046,937	1,069,274	22,337	.....
Enrolled in graded public schools.....	311,085	328,705	17,620	.....
Enrolled in ungraded public schools.....	405,850	399,976	.....	5,874
Whole number in public schools.....	716,935	728,681	11,746	.....
Average daily attendance in them.....	459,156	485,625	26,469	.....
Per cent. of enrolment to school youth.....	68.48	68.14	.....	.34
Per cent. of average attendance to school youth.....	43.86	45.42	1.56	.....
Pupils in private or church schools....	69,272	75,821	6,549	.....
DISTRICTS AND SCHOOLS.				
School districts reported.....	11,491	11,457	.....	34
Districts with 5 months' school or more.....	11,327	11,311	.....	16
Districts with less than 5 months.....	100	101	1	.....
Districts with no schools.....	64	45	.....	19
Districts reporting libraries.....	950	964	14	.....
Volumes in these libraries.....	66,851	81,272	14,421	.....
Public school-houses.....	11,976	12,008	32	.....
School-houses built in the year.....	307	303	.....	4
Whole number of public schools.....	11,980	11,988	8	.....
Number graded, excluding high <i>a</i>	1,153	1,220	67	.....
Number of high school grade <i>a</i>	151	164	13	.....
Average time of schools, in days <i>b</i>	151	151	.....	.....
Private and church schools.....	731	774	43	.....
TEACHERS EMPLOYED.				
Men teaching in public schools.....	6,885	6,714	.....	171
Women teaching in public schools....	12,896	13,189	293	.....
Number of different teachers.....	19,781	19,897	116	.....
Teachers in graded schools.....	5,820	6,240	420	.....
Teachers that attended institutes....	6,877	11,406	4,529	.....
Teachers in private schools.....	1,864	1,974	110	.....
FINANCIAL STATISTICS.				
Whole expenditure for public schools..	\$9,097,372	\$9,628,186	\$530,814	.....
Valuation of public school property..	20,045,849	21,038,489	992,640	.....
Amount of State school funds.....	9,413,003	9,437,714	24,711	.....
Average monthly pay of men teaching..	49 00	51 31	2 31	.....
Average monthly pay of women.....	38 99	40 44	1 45	.....

a High schools are not counted as separate schools unless in separate buildings, as is the case with other public schools.

b The superintendent says that if, as in many States, each teacher with his pupils should be counted as a school, instead of each school-house, with all its teachers and pupils, the time of schools in days would be about 164.

(From biennial report of Hon. Henry Raab, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

This State, from its natural resources and geographical position, has had great advantages for drawing into it a population not only large, but also intelligent and active. It has added much to these advantages by early adopting a good school

system, with free schools of all grades from primary to high, with normal colleges to prepare teachers for such schools, with a university to invite to higher studies still, and with large funds from the sale of its United States school lands to aid in giving all these schools a generous support. The result has been for many years a most encouraging advance in enrolment in the schools, in average attendance on them, in the quality of the teaching, and hence in the growth of a well trained native population, ready for any business or work. The statistics given for 1882-'83 and 1883-'84 show that this advance has gone on for these two years, notwithstanding great financial troubles in the latter one. The graded schools have continued to gain on the ungraded; average attendance, on enrolment and school youth; teachers trained in institutes, on those that have lacked such training; those teaching in graded schools, on those teaching in ungraded ones; while libraries as aids to teaching have considerably advanced in number and advanced much more in the number of their books. An encouraging increase in the pay of teachers, expenditure for schools, valuation of school property, and permanent school funds is also noted. The increase in youth of school age from 1882 to 1884 was 31,707; in enrolment in graded schools in the same time, 33,985; in average daily attendance, 33,140. Where there is any falling off, it is almost wholly where small country districts, too poor to pay a good school teacher, were consolidated, or where graded districts with no schools diminished and ungraded schools were superseded by graded schools.

ADMINISTRATION.

A superintendent of public instruction has the supervision of all the common schools in the State, and it is his duty to report their condition biennially; a county superintendent visits the schools in each county to note the methods of discipline and teaching and to assist teachers and school officers in improving them; while in each township a board of 3 trustees of schools has charge of public school-houses and sites, and, under certain restrictions, may divide or create districts, in which boards of 3 school directors have supervision and control. All these officers are elected by the people; the State and county superintendents, for 4 years; the others, for 3 years, with annual change of one. Women are eligible to any school office in the State, and several have been efficient county superintendents.

The common schools are free to all of school age, irrespective of color. The studies to be pursued and the text books to be used are determined by the local school authorities; but no sectarian instruction is allowed and no change of text books oftener than once in 4 years. The minimum school period which will entitle districts to a share of the school fund is 110 days of actual teaching in one year; and, to prolong the yearly instruction to 9 months, the directors of districts and the authorities of villages and cities may levy annually a tax on property not to exceed 2 per cent. for educational and 3 per cent. for building purposes. The required studies are spelling, reading, writing, arithmetic, grammar, and geography; also, for higher classes, the elements of the natural sciences, United States history, physiology, and the laws of health. Other branches may be introduced at the discretion of the directors or voters of a school district. Free instruction is given in 2 State normal schools and in a State university. Persons undertaking to teach in any public school must prove their qualifications, moral and educational, before the proper officers, and must obtain certificates from them to secure employment; and, when employed, must report in legal form and time to receive pay. Towards this pay for teachers, Illinois appropriates \$1,000,000 annually. The State appropriation goes to townships, villages, and cities in which schools have been taught 110 days, according to the number of persons of school age, as ascertained by an annual census. Any surplus of district, village, or city school funds may be expended for libraries and apparatus, and the statistics of the preceding table show that districts have availed themselves of this permission. In addition to the offer of free instruction to children 6 to 21 years of age, directors of schools and members of boards of education have been required since 1883 to enforce a compulsory law which demands the attendance of all children 8 to 14 years of age upon public or private school for at least 12 weeks of each year, unless excused for reasonable cause.

NEW LEGISLATION.

By an amendment made to section 51 of the school law in 1883 it was provided that county superintendents should charge each applicant for a teacher's certificate or for a renewal of such certificate \$1, and that the fees so collected should go to defray in each county the expenses of a teachers' institute, to be held for not less than 5 days annually. The product of this new arrangement was for the first year \$21,634.50, a great help towards institute work in 1884.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

Under a special law for cities with more than 100,000 inhabitants, Chicago has a board of education of 15 members, appointed by the mayor with the advice and consent of the common council. Cities and school districts with 2,000 or more inhabitants, not governed by special law, have elective boards of education of 6 members till the population reaches 12,000, when three more members are added, and so on with every subsequent addition of 10,000 inhabitants. One-third of each board is liable to annual change. In most cases these boards employ superintendents, and delegate to them the supervision of schools. Chicago has also a deputy superintendent.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Alton	8,975	.....	1,382	1,041	25	.....
Belleville	10,683	4,777	2,127	1,820	43	\$46,935
Bloomington	17,180	7,551	3,488	2,485	69	59,822
Chicago	560,693	155,166	672,569	652,185	61,107	1,327,888
Danville	7,733	.....	2,181	1,440	.....	.....
Decatur	9,547	3,488	2,133	1,555	31	32,241
Elgin	8,787	3,355	1,790	.....	28	.....
Freeport	8,516	.....	.....	.....	.....	.....
Galesburg	11,437	4,447	2,032	1,431	38	22,701
Joliet	11,657	.....	.....	.....	.....	.....
Moline	7,800	2,423	1,573	1,073	28	24,545
Ottawa	7,834	.....	.....	.....	.....	.....
Peoria	29,259	11,803	5,972	4,031	106	107,477
Quincy	27,268	9,993	3,844	2,335	60	46,272
Rockford	13,129	6,266	2,862	2,560	62	51,352
Rock Island	11,659	3,736	2,172	1,611	40	35,672
Springfield	19,743	9,033	2,828	2,234	60	41,353

1883-'84.

Alton	8,975	.....	1,425	1,075	.....	.....
Belleville	10,683	4,774	2,272	1,856	43	38,911
Bloomington	17,180	6,988	3,361	2,478	69	52,152
Chicago	560,693	.....	.....	.....	.....	.....
Danville	7,733	3,459	2,237	1,562	40	35,846
Decatur	9,547	4,038	2,414	1,792	40	27,912
Elgin	8,787	5,215	1,931	1,302	29	50,108
Freeport	8,516	2,935	1,533	1,281	33	25,348
Galesburg	11,437	4,678	2,096	1,536	37	23,304
Joliet	11,657	5,783	2,928	1,995	51	69,297
Moline	7,800	2,353	1,714	1,159	29	39,650
Ottawa	7,834	3,280	1,657	1,271	30	22,763
Peoria	29,259	10,972	6,241	4,111	108	124,040
Quincy	27,268	.....	.....	.....	.....	.....
Rockford	13,129	.....	.....	.....	.....	.....
Rock Island	11,659	3,726	2,118	1,636	40	30,815
Springfield	19,743	9,936	2,954	2,372	69	58,702

a Census of 1882.

b In day schools; adding evening schools, the figures would be: enrolment, 79,465; attendance, 54,047; teachers, 1,151.

ADDITIONAL PARTICULARS.

Alton, in 1882-'83, with 5 school buildings, 25 rooms, and 1,255 sittings, kept its schools open for 194 days, and in 1883-'84, with sittings increased to 1,319, kept them open for 193 days. No private or church schools are reported for either year.

Superintendent Dapprich, of Belleville, says that in 1882-'83 the advantages of a thorough education were better appreciated by the people than ever before, that even poor parents left their children in school for a longer period and sent them more regularly than formerly. He very strongly recommends the establishment of a high school, from the fact that many pupils were sent to other cities to receive additional training after they had passed through the public schools of Belleville.

In 1883-'84, through the prevalence of sickness during the latter part of the winter and the earlier weeks of spring, attendance was diminished for a time, though on the whole it was better in all schools than the year before.

Bloomington, for 1882-'83, reported that, notwithstanding a decrease of 1,149 in

school population, there was an increase of 47 in enrolment and of 34 in average attendance. The schools, which were graded, were taught 175 days by 2 more teachers. By action of the board of education, the training department was suspended for a year at least, the board deciding to employ only experienced teachers.

In 1883-'84, the schools were taught 176 days, in 58 rooms, with 2,800 sittings. The estimated value of 10 buildings, with sites, &c., was \$242,907.

Chicago reported for 1882-'83 an increase of 3,895 in the public school enrolment, an additional average daily membership of 4,867, and additional average daily attendance of 4,552. There were also 2,555 more enrolled in the evening schools, the attendance being large in the beginning, but rapidly falling off, so that out of a total of 6,956 the average attendance was only 1,862, and in view of the slim attendance the superintendent recommended that the evening high school be discontinued. The evening school for newsboys was still taught at the Newsboys' Home; enrolment, 80, with 40 in average attendance. Much attention was given to the study of German in the day schools, the average membership of grammar pupils pursuing the study being 5,106, or nearly half of the pupils in such schools; but of music and drawing the success was much less decided. Manual training for boys in the high school was under consideration. There were in process of erection 6 new school buildings, with a seating capacity of 5,730, to cost, with heating apparatus, &c., \$341,706.

Statistics for 1883-'84 up to July 3 show considerable increase, but were not at that date complete, and no others have been received.

Danville in its report for 1884 shows 74.74 per cent. of pupils in the primary grades, 21.64 per cent. in grammar grades, and only 3.62 per cent. in high school grades. Almost three-fourths being thus in the first 4 years of the school course, the superintendent recommends that more adequate provision for this large class of pupils be made, especially in furnishing them fuller seating room and more teachers. He rightly holds that, on an average, not more than 40 pupils should be assigned to one teacher, and that both the health and the educational interests of the pupils would be conserved by adopting this rule, even if the school term should have to be shortened to carry it out.

Decatur made no report for 1882-'83. A very brief one for 1883-'84 shows a somewhat smaller number of school youth than in 1881-'82, a larger enrolment and average attendance, 9 more teachers, and an expenditure for its public schools \$4,045 greater. Estimated enrolment in private and church schools, 300.

Elgin for 1882-'83 and 1883-'84 presents a considerable increase in school population and enrolment, while attendance in private and parochial schools decreased. The schools, classed as primary, grammar, and high, were taught 188 days, with 1 more teacher. Estimated enrolment in private schools, 664. Valuation of public school property in 1884, \$88,250, against \$40,500 in the preceding year.

Freeport in 1883-'84 shows a decline of 207 in enrolment and of 175 in average attendance from what it reported in 1881-'82, though the expenditure for school purposes was \$2,291 greater than in that year. The estimated enrolment in private and parish schools was also 160 less, without any diminution in the reported number of children of school age.

Galesburg from 1882-'83 to 1883-'84 increased its school youth by 231, its enrolment by 64, and its average attendance by 105, with an additional expenditure of \$603. The enrolment in other than public schools is not given.

Joliet for 1883-'84 reported 19 rooms in 10 school buildings, with a seating capacity of 2,359. Schools were taught 198 days by 51 teachers; private and church schools enrolled 600, with an average daily attendance of 200. Estimated value of public school property, \$137,300.

Moline gives but little information as to its schools beyond what may be found in the preceding table, except that there were 2 night schools, with 2 teachers in 1883 and 3 in 1884, with an enrolment in the former year of 107; in the latter, of 149; that a large number of the day pupils had been neither absent nor tardy; that an exhibit of pupils' industrial work had excited much enthusiasm; and that movements were in progress looking toward improvement in various directions.

A return from *Ottawa* for 1883-'84 gives 7 school buildings, in which were 30 rooms, with 1,600 sittings, valued, with grounds, &c., at \$60,130. The schools were classed as primary and grammar and were taught 197 days. There was no city high school, but one under control of the township trustees, not connected with the city district, was available for higher studies than those of the grammar grades. Estimated enrolment in private schools, 281.

Peoria for 1882-'83 reported 12 school buildings, containing 72 rooms, all in good condition. The schools were classed as primary, grammar, and high, with one evening school. Provision was made for the erection of one new building, which was much needed, as some of the schools were greatly overcrowded. No report was received for 1881-'82, but since 1880-'81 the school population had increased 2,287, enrolment 1,657, and average attendance was somewhat higher. At the opening of the school year music was made optional in the primary and grammar schools, and is said

to have made discipline easier and to have added much to the happiness of the school room.

Statistics of 1883-'84 show a loss in school youth, but gains in all other respects.

Quincy presents in 1882-'83 no increase in youth of school age, one of only 43 in public school enrolment, and a falling off of 28 in average attendance. Whether this check to the preceding growth came from the agitation noticed in the report for the preceding year as to the admission of colored pupils in common with whites does not appear, as no printed report has been received.

Rockford, besides its public schools, with 66 rooms for study and recitation and 9 for recitation only, reports for 1883 8 private or parochial schools, with an estimated enrolment of 500 pupils. There is no report at hand for 1883-'84.

Springfield for 1882-'83 reported a decrease of 102 in enrolment in public schools, but 95 more in average attendance, the decline in enrolment being probably due to the fact that the schools had been in 1881-'82 greatly overcrowded, many children being altogether excluded from school privileges. There were 2 new buildings erected during the year and the old ones were extensively repaired, yet one more was needed to meet the pressing demand for more room. The schools were graded as primary, grammar, and high, with a teachers' training class for graduates of the high school.

The additional building needed was erected and ready for the reception of pupils at the opening of the school year 1883-'84, and 2 large rooms were added to another school-house. Other school property was extensively repaired, and accommodations for pupils were thus both more numerous and more complete. A course of study for the teachers in the city schools was adopted, as well as revised courses for the high and district schools.

KINDERGÄRTEN.

For general information as to the Kindergärten in this State, see Table V of the appendix, where information respecting at least 27 may be found.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

No teacher is authorized to teach a common school in Illinois who is not of good moral character and who does not possess a certificate of qualification from the State superintendent of public instruction, from a county superintendent, or from the board of education of an incorporated village or city in which he desires to teach.¹ County superintendents' certificates are of 2 grades, the first, for a year, covering the ordinary English branches and the second, for 2 years, adding the elements of natural sciences, physiology, and the laws of health. These are valid only in the county where they are given; those from city boards are valid in the city that has issued them; those from the State superintendent, unless revoked for cause, are valid for life in any county or school district of the State.

STATE, COUNTY, AND CITY SCHOOLS FOR NORMAL TRAINING.

The *Illinois State Normal University*, Normal, and the *Southern Illinois Normal University*, Carbondale, both under State control, continued in 1883-'84 to prepare teachers for the public schools. The first mentioned, with 15 regular instructors and 123 pupil teachers, had 488 normal students in its 3-year course, 1 graduate student, and 350 in the model school, which contains primary, intermediate, grammar, and high school grades; total for the school year, deducting 60 counted twice, 779. The scientific department for special students was continued. The second reported for the same period 14 regular instructors and 39 pupil teachers, with 540 students in the normal and training schools, including 9 graduates, 4 special students, and 37 attending special session. For admission to either school pupils must pledge themselves to teach in the public schools of the State 3 years after graduating. Course of study at Southern Illinois, 3 and 4 years. Both schools continued their summer institutes.

The objects of both these schools, as expressed in the legislative acts for the establishment of them, are "to qualify teachers for the common schools of this State, by imparting instruction in the art of teaching and all branches of study which pertain to a common school education, in the elements of the natural sciences, in the fundamental laws of the United States and of the State of Illinois in regard to the rights and duties of citizens, and in such other studies as the board of education may from time to time prescribe."

The *Cook County Normal School* has essentially the same aims as the two State schools, but with more especial reference to the thorough preparation of teachers for that populous county, and probably also for the schools of Chicago, as the city training school does not seem to have been resumed. In its normal school department, of 4 classes,

¹Graduates of county normal schools may, by the action of the county board of education in which such a school is situated, be granted first class county certificates on their diplomas of graduation.

were 334 pupils in 1883-'84, 103 of them in the professional training class, which supposes a preceding 4-year course in a first class high school, college, or normal school, or an equivalent preparation. In its public school and Kindergarten classes and Kindergarten training class there were 447 more, making a total attendance of 781, under 16 instructors.

At *Springfield*, graduates from the city high school are encouraged to enter a teachers' training class, which passes its members through 2 years of preparation for work in the city schools.

OTHER NORMAL TRAINING.

An interesting school that gives this training is the *normal class for training Kindergarten teachers* which is under the auspices of the Chicago Free Kindergarten Association and which evidently aims at real thoroughness. A good common school education is an imperative requirement for admission to the class, and ladies that have completed a thorough high school, collegiate, or university course are especially desired. The association has done excellent work in gathering the children of the poor from the most unwholesome and dangerous surroundings, bringing them into bright and cheery rooms, and giving them 3 hours of instruction daily in attractive Kindergarten exercises under christian teachers of intelligence and culture. It aims to extend this good work by training teachers for it under a special teacher of experience and high repute. The normal class conducted by this teacher, at the date of the last report, in 1884, had 60 lady pupils.

A school kindred to this in aims and methods, called the *Danville Normal Kindergarten Training School*, is carried on in connection with the church and school work of Holy Trinity Parish (Protestant Episcopal), Danville.

For the statistics of normal schools under other than State and city direction, see Table III, Part 2, of the appendix; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

TEACHERS' INSTITUTES.

The institutes held by county superintendents for improvement of teachers in 1883 numbered 167; days of continuance of these, 1,114;¹ held by other persons, 45; days of continuance, 236; different teachers attending all these, 6,877;² number held in 1884, not given; days of continuance, 1,345; teachers attending, 11,406; expenditure for the former year, \$13,505; for the latter year, \$22,559.

EDUCATIONAL JOURNALS.

Illinois has been fruitful in publications of this class, 9 being issued in 1882-'83 and 1883-'84. These were, from Chicago offices (1), *Iapi Oaye*, or *The Word Carrier* (published monthly for the educational agencies of Congregational and Presbyterian missions in Dakota, Nebraska, Montana, and elsewhere), which was in its twelfth volume in 1883, presented one number as volume XIII in January, 1884, and began volume I of a new series in March, 1884; (2) *The Practical Teacher*, a monthly which closed its sixth volume in June, 1883, and in July, 1884, published one number as volume VII, which announced that from September following it would be edited by Col. Francis W. Parker, of the Cook County Normal School; (3) *The Present Age*, monthly, in its second and third volumes in these two years; (4) *The School Herald*, bimonthly, which entered on its third volume January 15, 1883, and apparently ceased its issues April 15 of that year; (5) *The Schoolmaster*, bimonthly, which in the midst of its fourth volume, June 1, 1884, appeared in enlarged form as *Intelligence* and *The Schoolmaster*; (6) *The Western Educational Journal*, monthly, which entered its fifth volume January, 1884, and seems to have ceased with its fifth number in May of that year; (7) *The New Method*, monthly, beginning its first volume January, 1884.

From other than Chicago offices have come the *Illinois School Journal*, monthly, published at Normal, in its second and third volumes in the two years above mentioned, and the *Normal Mirror*, quarterly, published at Danville, mainly in the interest of the East Illinois College and Normal School. This last journal reached the third number of its second volume in April, 1884.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

These schools are recognized parts of the State system and 164 of them appear in the State report for 1884, an increase of 20 since 1882. Of these, 41 were in districts under special laws; 41 others in incorporated cities and villages, under section 80 of the school law, which allows such corporations to "establish schools of different grades and make regulations for the admission of pupils into the same;" 6 were town-

¹ Eleven hundred and ninety-six is the number given in another place.

² Number elsewhere given, 6,712.

ship high schools, which, by section 50, are permitted to be established by vote of the people; 1, a township high school¹ under special law; 75, high schools in districts with boards of directors under the general school law. Only 12 of all these were in separate buildings, namely, the main high school at Chicago and its 2 branch schools and 1 each at Bloomington, Evanston, Jefferson, Lake View, Moline, Ottawa, Peoria, Princeton, and Streator. The value of school furniture, sites, and buildings of these 12 was estimated to be \$628,400; that of their libraries and school apparatus, \$69,938, the libraries containing 32,210 volumes. Ninety schools reported courses of 3 years; 1, a course of between 3 and 4 years; 5, courses of 3 or 4 years; 67, courses of 4 years; 1, a 3 or 5 year course; and 1 (at Princeton) a 5-year course alone. These schools had from 5 to 10 months of annual session, enrolled 12,405 pupils, and were taught by 430 teachers, whose pay was from \$25 to \$300 a month. The graduates of 1884 numbered 1,177.

OTHER SECONDARY SCHOOLS. *

For statistics of business colleges, private academic or preparatory schools, and preparatory departments of colleges or universities, see Tables IV, VI, VII, IX, and X of appendix. For summaries of statistics of each class, see corresponding tables in report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The Illinois Industrial University, Urbana, open to both sexes, continues to present in its college of literature and science the Latin, Greek, English, French, and German studies noticed in preceding years. In the prosecution of these studies there is a choice between a school of English and modern languages and a school of ancient languages and literature, each covering 4 years. In the former, the aim is to afford a thorough training in the best elements of English and American literature, with special study of choice authors and with a fair introduction to French and German as well as Anglo-Saxon, mathematics, natural sciences, political economy, &c., the Latin of Cicero, Livy, and Horace being optional in the first year. In the latter school, the study of Greek and Latin is pursued with special reference to the reflex influence of these languages on the student's mastery of English, as well as with reference to his clear acquaintance with both the history and the literature of Greece and Rome. Thirty-three accredited high schools prepare for the studies of these 2 collegiate schools, as well as for the scientific schools to be noticed further on. Graduates of the school of English and modern literature receive from the university the degree of bachelor of letters; graduates of the school of ancient languages and literature, the degree of A. B. Higher degrees must be prepared for by at least a year of prescribed graduate study, the only alternative for this being three years of success in a profession. All able bodied male students in preparatory studies or in those of the first 3 collegiate years receive instruction in military drill and discipline, and for any of either sex that desire it there is offered training in industrial art and in music. For information as to the colleges of agriculture, engineering, and natural science which form parts of the university, see Scientific and Professional Instruction, further on.

Of the 28 other collegiate schools reported in former years, Rock River University appears to have suspended. Another, St. Francis Solanus College, Quincy, has been admitted to the collegiate table in its place, but with some question as to its full collegiate standing; a like question has again arisen as to Irvington College, Irvington, readmitted some years ago, but in 1884 showing apparently no collegiate students. A German-English College, Galena, has also come in, with fair evidence of good collegiate arrangements, making 29.

Of the colleges reporting, 7 indicate the reception of special donations to the amount of \$176,769 for endowment, buildings, and current needs in 1882-'83; and in 1883-'84, for like purposes, 10 report receipts of \$125,442.

For the statistics of those now on the Bureau list, see Table IX of the appendix; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For the statistics of 12 institutions of this class in 1882-'83, see Table VIII of the appendix; for a summary, a corresponding table in the report of the Commissioner preceding. Most of them have fair collegiate arrangements; 2, Almira College and Knox Seminary, are presided over by former State superintendents of instruction. The State Industrial University and 23 of the denominational or non-sectarian colleges open their doors to young women as well as to young men, and 4 have special courses for them.

¹Probably that at the State Normal University.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

In this branch the colleges of agriculture, engineering, and natural science in the *Illinois Industrial University* claim special notice. Each of them, in common with the before mentioned college of literature and science, has a 4-year course. The college of agriculture, with 5 professors, aims to educate scientific agriculturists and horticulturists, not only in the work of the farm and garden, but also in veterinary science, pomology, entomology, botany, and the chemistry of agriculture. That of engineering, with 6 professors, prepares students in the mathematical basis of all such work, and goes on into physics, mechanic art and design, and the principles of mechanism in bridge work, stone work, mining engineering, architecture, and related studies. That of natural science, with 6 professors, aims to impart such a knowledge of chemistry and its manipulations as will fit students for the business of the druggist, the pharmacist, or the chemist. The laboratory facilities in these lines are believed to be equal to any in the West and far superior to those of the ordinary colleges. Students in all the schools of the university in 1883-'84, 330, of whom 261 were young men and 69 young women. Of the young men, 3 were resident graduates, 175 collegiate students, 7 special, and 76 preparatory. Of the young women, 54 were in collegiate studies of apparently limited range, 6 in special studies, and 9 in preparatory. Of the 29 other colleges for young men or for both sexes, 25 show arrangements for some scientific training, but most of them with little approximation to the thorough arrangements of the university.

The *University of Chicago*, in its well equipped Dearborn Observatory, continued to offer instruction in astronomy both to regular and special students. Several of its graduates are said to have taken high rank as astronomical observers and surveyors. The museum, herbarium, and chemical and philosophical apparatus of this university appear to be especially good and complete.

At *St. Viateur's College*, Bourbonnais Grove, and at *Westfield College*, Westfield, instruction in telegraphy is offered. At *Chaddock College*, Quincy, this instruction seems to have ceased in 1883.

The *Chicago Manual Training School*,¹ noted in the report for 1882 as projected, was incorporated April 11, 1883; the corner stone of a building for it was laid September 24 of that year, and by February 4, 1884, the school exercises were begun in this building, with 72 pupils, selected by examination from 130 applicants. Two of those first admitted were compelled to withdraw from lack of strength for the school work, but their places were immediately filled and the number kept up to 72. The course of instruction covers 3 years in mathematics, physics, mechanics, free hand, mechanical, and geometrical drawing, and shop work in various forms, such as carpentry, wood carving and turning, care and use of tools, study of machinery, and management of steam engines and boilers. An hour a day is given to drawing, 2 hours a day to shop work, the remainder to study and recitation. Pupils must be at least 14 years of age and must pass a satisfactory examination in arithmetical and other English studies to secure an entrance. Being admitted, they furnish their own books, drawing instruments and material, with aprons, overalls, and pocket tools; shop tools and materials are provided by the school; officers of instruction and government, 4 in 1883-'84.

The *Industrial School*, Sugar Grove, Kane County, where ordinary school studies are supplemented by instruction in scientific agriculture and horticulture, was continued in 1883-'84 and reported to be always full.

PROFESSIONAL.

Theology was taught in 1882-'83 and 1883-'84 in 22 collegiate or ecclesiastical institutions for instruction in this State. Three were Baptist, the theological departments of Ewing and Shurtleff Colleges, Ewing and Upper Alton, and the Baptist Union Theological Seminary, Morgan Park; 2, the Bible departments of Abingdon College, Abingdon, and of Eureka College, Eureka, were Christian; 1, the Chicago Theological Seminary, was Congregational; 1, the Union Biblical Institute of Northwestern College, Naperville, was evangelical; 5, a German theological class at Carthage College, the Swedish American Amsgari College, Knoxville, Wartburg Theological Seminary, Mendota, Augustana Theological Seminary, Rock Island, and Concordia College Preachers' Seminary, Springfield, were Lutheran; 3, the Garrett Biblical Institute of Northwestern University, Evanston, and the theological departments of the German-English College, Galena, and McKendree College, Lebanon, were Methodist Episcopal; 2, the theological department of Blackburn University, Carlinville, and the Presbyterian Seminary of the Northwest, Chicago, were Presbyterian; 1, the Western Theological Seminary, Chicago, was Protestant Episcopal; 2, the theological department of St. Viateur's College, Bourbonnais Grove, and St. Joseph's Ec-

¹ Manual training in a school workshop for boys and instruction in sewing for girls are said to be carried on at Peru, Ill., apparently in connection with the public schools.

clesiastical College, Teutopolis, were Roman Catholic; 1, the theological department of Lombard University, Galesburg, was Universalist; and 1, the theological department of Wheaton College, Wheaton, was Wesleyan.

Two theological departments formerly reported — those of Illinois Wesleyan University, Bloomington (Methodist Episcopal), and Lincoln University, Lincoln — appear to have been suspended, while Jubilee College (Protestant Episcopal), long suspended from lack of funds, still continues to be.

Most of those indicated as in operation had 3-year courses, meant to follow high school or collegiate training, but in the German theological class of Carthage College the course appears to be of one year; at McKendree College, the same; at Eureka College, Shurtleff College, and Augustana Theological Seminary, 2 years.

Law was expounded by the faculty of the Bloomington College of Law of Illinois Wesleyan University; of the Union College of Law of the Northwestern University, Evanston, and University of Chicago; and in the law departments of McKendree College, Lebanon, and Chaddock College, Quincy, all with 2-year courses of substantially 36 weeks yearly. The first and third show no preliminary preparation; at the other 2 a good English education is expected.

For statistics of the schools of theology and law that report, see Tables XI and XII of the appendix; for a summary of these statistics, corresponding tables in the report of the Commissioner preceding.

Medical practice was prepared for in 5 regular, 1 eclectic, and 2 homœopathic schools, all at Chicago, except the Quincy College of Medicine, a department of Chaddock College, Quincy. All 8 required the customary 3 years of study under a preceptor, with attendance on at least 2 courses of systematic lecture instruction of 21 to 31 weeks each, the lowest number of weeks being at the Rush Medical College and the highest at the Woman's Medical College, both "regular," while the Chicago Medical College (of Northwestern University) and the Chicago College of Physicians and Surgeons each had 24 weeks of annual session, and the Quincy College of Medicine 22 weeks. A preliminary English education is expected in this last and is made tolerably sure of in the others by an examination of all candidates for admission that are not graduates of a college, academy, or high school.

The 1 eclectic school is the Bennett College of Eclectic Medicine and Surgery, which has annual sessions of 24 weeks each and requires either a preliminary examination of candidates for entrance or other evidence of a good English education.

The 2 homœopathic schools are the Hahnemann Medical College, with 24 weeks' annual session, and the Chicago Homœopathic Medical College, with 22 weeks, both requiring evidence of good English education.

A school of midwifery, organized in 1880, also appears at Chicago, with an annual course of lectures of 24 weeks' duration. For admission, candidates must pass an examination and give references as to moral character; for graduation, must be 21 years of age and have attended one full lecture term. License to practise in the State must come from the board of health.

Pharmacy.—At the Chicago College of Pharmacy, instruction in chemistry, in the qualities and operation of medicines, and in the pharmaceutical preparation of them was given, as in previous years, the students of 1882-'83 numbering 158, of whom 27 graduated from the 2-year course of 5 months each year.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Illinois Institution for the Deaf and Dumb*, Jacksonville, founded in 1839, provides instruction and furnishes board and books free of charge to youth 10-21 years of age who are proper subjects for its care. The pupils are taught the rudiments of an English education, with printing, cabinet making, shoemaking, wood turning, gardening, baking, cookery, and making confectionery, the method of instruction being oral and manual combined. The institution owns 46 acres of land, valued, with buildings, &c., at \$400,000 in 1882-'83 and \$423,000 in 1883-'84. It received \$96,000 from the State in each of these years, and, with 29 teachers, gave instruction to 575 pupils in the former year and 522 in the latter, of which numbers a minority were females. A library of about 6,000 volumes aids and broadens the instruction given.

The *Chicago Deaf-Mute Day Schools*, controlled by the board of education of the city of Chicago, taught the common English branches, with the addition of morals and manners, oral and manual methods being employed. No industries were taught. Expenditure for the 5 deaf-mute schools for the year, \$4,262. Instructors, 6, including the principal; pupils, 55 in 1883; in 1884, the same number of instructors, with 52 pupils.

A *Voice and Hearing School for the Deaf*, at Englewood, under private auspices, reports for 1883-'84, its first year of existence, 12 pupils, under 2 instructors. The title

sufficiently indicates its aim. Elementary English studies are pursued, with special attention to development of the power of articulate speech and lip reading.

TRAINING OF THE BLIND.

The Illinois Institution for the Education of the Blind, Jacksonville, had for 1882-'83 a total attendance of 157 pupils, from 71 counties, under 14 resident instructors. School studies embraced the common English branches, with literature, vocal and instrumental music; the industries, fancy and bead work, broom and mattress making, and cane seating. The institution belongs to the State and is valued, with grounds, &c., at \$116,427.

In 1883-'84 the attendance was 168, from 75 counties, and the teachers numbered 16, 1 having resigned and 3 new ones having been employed. In the former of these 2 years 7 pupils completed the course of instruction and were graduated; in the latter the graduates were only 3.

TRAINING OF THE FEEBLE-MINDED.

The Illinois State Asylum for Feeble-Minded Children, Lincoln, organized in 1865, has for its object the moral, intellectual, and physical culture of this class of children. They are graded into 11 classes. The rudiments of a common school education are given, with lessons in art and drawing, sewing, singing, calisthenics, and housework for such as are capable. There is a well furnished gymnasium, where all are sent at some hour of the day for appropriate exercise. In 1883-'84 a Kindergarten class was formed, and very satisfactory results are said to have come from it. The total attendance in all classes for 1882-'83 was 481; for 1883-'84, 431.

EDUCATION OF ORPHANS.

The Illinois Soldiers' Orphans' Home, Normal, a State institution, reports to the State superintendent an enrolment of 309 pupils for 1882-'83, with an average attendance of 291; for 1883-'84, an enrolment of 330, with 325 in average attendance. The pupils enter at 5 years of age and leave at 14. The school training is of 9 grades, each grade covering a year. There are monthly examinations and monthly reports to parents or guardians. An excellent library of 2,076 volumes aids the school instruction, the children being admitted to the library every evening and on Sunday afternoons. The larger boys assist in farm work and the larger girls sew an hour each evening after school. Regular sewing classes are organized and a teacher is employed to make the work effective.

For statistics of other homes for orphans, see Table XXII of the appendix; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Illinois State Reform School*, Pontiac, receives boys sentenced by the courts of Illinois for offences against the laws, trains them in school studies 4 hours a day and occupies them in daily work 6 hours, giving no time to recreation. The shortest sentence is for a year; the longest, for 5 years, good conduct diminishing the time considerably. At the expiration of their sentence, thus possibly shortened, they are sent to their homes or such other places as may be determined on, the State paying their way and giving them \$5 to begin life upon anew. For the 14 years during which the school has been in operation it has received up to the close of 1883-'84 a total of 1,483 boys. Of that number 1,182 had been discharged, leaving 301 confined. A large proportion of those received are found to be illiterate or very slightly taught. Of 290 boys received since 1882, 45 could not read, 129 could not write, the same number had never studied arithmetic, and 241 had studied neither geography nor grammar. But in the school many learn rapidly, 239 of those latterly discharged being well up in ordinary school studies, while, of 257, 69 were in language lessons, 26 in grammar, 100 in United States history, 11 in book-keeping, 20 in physiology, and 31 in natural philosophy.

The *Burr Industrial School*, Chicago, opened in 1867, receives poor children 6 to 12 years of age, of either sex, on the basis of a Burr endowment fund, and trains the girls in sewing and school studies and the boys in reading, spelling, writing, and arithmetic. Of the former, there were 63 taught in 1883-'84; of the latter, 51.

St. Mary's Training School, Des Plaines, Cook County, aims to aid in the education and industrial training of destitute and wayward boys, receiving tuition fees from such as can afford it and furnishing instruction gratuitously to those who cannot pay. Instructors in 1883-'84, 6, with 3 foremen in the shops; pupils, 200, all in English studies, with adjunct shop work, according to circumstances.

The *Illinois Industrial School for Girls*, Evanston, is a private corporation, organized in 1877, and has for its object the moral, intellectual, and industrial training of neglected and homeless girls until 18 years of age or until permanent homes and means of support can be secured for them. Statistics for 1883 and 1884 are wanting.

The *Girls' Industrial School of the Women's Christian Home Mission*, Peoria, furnishes instruction in sewing and encourages industry and skill by giving every properly made garment to the maker. Moral truths and habits of neatness are inculcated and every effort is made to train the girls to habits of diligence and perseverance, hoping thereby to make them good and useful women. The attendance averages about 150 annually, the age of those admitted being from 5 to 14. Since its organization in 1875 up to the close of 1883-'84 the school has admitted about 2,700 girls from humble homes and trained them in knitting, sewing, dressmaking, and fancy work. Teachers in 1884, 22.

For other schools of this class, see Table XXII, Part 3, of appendix.

TRAINING OF NURSES.

The Illinois Training School for Nurses, organized in 1881, and connected with Cook County Hospital, Chicago, had 36 pupil nurses and 2 probationers in 1882-'83, of which number 7 were graduated. The number of patients cared for during the year was, in the training school wards, 4,307; private patients, 23. The pupils had in charge 7 hospital wards and were receiving a 2-year course of instruction in anatomy, physiology, materia medica, therapeutics, obstetrics, and surgery. In 1883-'84 the pupil nurses numbered 42, making 57 from the beginning; graduates of the year, 14.

TRAINING IN LANGUAGES.

The Western Summer School of Languages, under the auspices of Mr. Henry Cohn, is supposed to have been held at Evanston, as in former years; but no distinct information respecting it has been received.

INSTRUCTION IN ART.

This is believed to have been continued in the Chicago Academy of Fine Arts and the Chicago Academy of Design, and is known to have been continued in the School of Art and Design connected with the Illinois Industrial University, Urbana, where there is a 2-year course for ordinary students and advanced courses of less definite length for such as wish to become accomplished designers, painters, or teachers of art. Several other colleges for young men or for both sexes have also schools of art, as have those for superior instruction of young women.

TRAINING IN MUSIC.

Instruction of this kind is reported to be given at the Chicago Musical College, at the National Normal Music School, in the same city, and at a School of Music, Eureka. In many of the literary colleges there are also either schools of music or arrangements for giving such instruction. The Illinois Industrial University, though it does not make music a part of its course, provides competent teachers of it for matriculates that seek a musical training, giving tuition in 10-week terms.

EDUCATIONAL CONVENTIONS.

ILLINOIS SOCIETY OF SCHOOL PRINCIPALS.

This society held its session of 1883, July 11-13, and discussed the subjects of "Discipline in public schools," "The teacher in graded schools," "Supplementary reading," and "History in public schools;" and Dr. Scouller, superintendent of the Reform School, Pontiac, presented a paper on "How to manage bad boys."

CHICAGO INSTITUTE OF EDUCATION.

In 1882-'83 this body had at its monthly meetings discussions and readings by Superintendent Howland; E. J. James, of Normal; C. M. Woodward, of St. Louis; Alexander Forbes, and others, on such topics as "German universities," "The essentials of education," "The objects of discipline," "Influence of the novel on modern life," "Teachers in a graded system," "What ought we to expect of the public schools?" "Hygiene of school life," &c.

In 1883-'84 Superintendent Howland, J. D. Scouller, State Superintendent Raab, and C. G. Stowell presented addresses and papers on "Elements of growth in school life," "Management of bad boys," "Educational theories of the Ancient Romans," and "Ethics of liberal culture." How these were treated does not appear, but the titles indicate that thought and pains had been devoted to important themes which might well have larger audiences.

ILLINOIS STATE TEACHERS' ASSOCIATION.

This association held its thirtieth annual session, December 26-28, 1883, at Springfield, State Superintendent Raab presiding. The only accounts of it received have been scanty and imperfect. Some of the subjects presented for discussion the first day were "Course of study," "School visitation," and "Institute plans for 1884,"

a committee being appointed to draft an outline for the institute work of that year. Addresses were delivered in the evening by Governor Hamilton and John Eaton, United States Commissioner of Education. The subjects for the second day were "The district school," "Training school work," "Illustrative teaching," "Object teaching," "Science in the schools," "Is Greek a fetich?" A most interesting discussion followed the reading of these papers. President Raab gave an address in the evening, in which he reviewed the educational work of the year, with brief reference to the outlook. The speaker hoped that he would yet have the privilege of voting for a constitutional amendment which would at the close of a certain period exclude from the suffrage all who cannot read and write the English language. The body of the address on "Imagination in education" gave excellent satisfaction. The subjects of "Manual training" and "New education" occupied the morning session of the third day, and among the closing exercises in the afternoon was Dr. Scouller's address on the "Management of bad boys," which was well received.

CHIEF STATE SCHOOL OFFICER.

HON. HENRY RAAB, *State superintendent of public instruction, Springfield.*

[Term, January 9, 1883, to January, 1887.]

INDIANA.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6 to 21) ..	703,162	705,863	2,701	.....
Colored youth of school age.....	15,873	16,988	1,115	.....
Whole number of school age.....	719,035	722,851	3,816	.....
White youth in public schools.....	491,948	492,239	291	.....
Colored youth in public schools	8,721	8,903	182	.....
Whole enrolment in public schools ...	500,669	501,142	473	.....
Average daily attendance	315,974	325,499	9,525	.....
Per cent. of enrolment to school youth.	69.63	69.33	.....	.30
Per cent. of attendance to enrolment.	63.11	64.95	1.84	.....
Per cent. of attendance to youth of school age.	43.94	45.03	1.09	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported	9,446	9,491	45	.....
Districts in which schools were taught.	9,393	9,414	21	.....
Districts without schools	53	77	24	.....
Schools for colored youth	119	115	.....	4
District graded schools.....	533	550	17	.....
Township graded schools.....	219	230	11	.....
Average time of schools, in days.....	130	126	.....	4
Public school-houses reported	9,744	9,664	.....	80
Number built within the year	291	340	49	.....
Private schools in public buildings	665	684	19	.....
Pupils enrolled in these schools	13,473	15,308	1,835	.....
Average daily attendance in them....	7,304	10,651	3,347	.....
TEACHERS.				
White male teachers in public schools.	7,011	6,739	.....	272
White female teachers in them.....	6,400	6,428	28	.....
Colored male teachers in public schools.	84	82	.....	2
Colored female teachers in them	65	63	.....	2
Whole number of teachers employed ..	13,560	13,312	.....	248
FINANCIAL STATEMENT.				
Whole expenditure for public schools.	\$4,663,500	\$4,660,000	.....	\$3,500
Valuation of State school property ...	13,113,378	13,619,561	\$506,183	.....
Permanent State school fund available.	9,271,911	9,339,328	67,417	.....
Average monthly pay of men teaching.	57 40	} 39 66	.....	.....
Average monthly pay of women teaching.	35 80		.....	.....

(From figures furnished by Hon. John W. Holcombe, State superintendent of public instruction, in advance of publication, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The statistics reported for 1882-'83 and 1883-'84 present a pleasing record of increase during the year in nearly all the items which indicate effective school work, and yet against an increase of 3,816 in school population appears one of only 473 in enrolment, leaving over 30 per cent. of the youth of school age not in the public schools. The at-

tendance in private and parochial schools, were the statistics at hand, would of course show a somewhat higher percentage of school attendance throughout the State.

The increase of 9,525 in average daily attendance over 1882-'83 and the holding in such attendance of nearly 65 per cent. of the enrolment indicate really good work done, this large attendance being probably nearly, if not fully, up to the school accommodation. While there was a decrease of 80 in school-houses reported, there were 340 built, a gain of 49 over the previous year, which in size and value probably more than made up for the above decrease (if it was a real decrease) in numbers, since the value of school property shows an advance of \$506,183.

Then there were 45 more school districts reported, and 21 more in which schools were taught, offset, however, by 24 more without schools. In private schools taught in the public school buildings in the intervals of the regular sessions, and generally by the same teachers, there was an increase of 19, with 1,835 more enrolled and 3,347 more in average attendance; this item indicates a clear gain in the amount of educational work in the State, the public schools being in session only an average of 126 days in 1884. As to teachers, the figures show an increasing preference for females (partly perhaps because they can be had for less pay), the white male teachers decreasing by 272, the white females increasing by 28. Both male and female colored teachers decreased 2 each, showing a total decrease of 248 teachers, with a decrease of \$3,500 in expenditure. The State school fund, already one of the largest in the United States,¹ shows an increase of \$67,417 during the year.

ADMINISTRATION.

This is by State and county boards of education; a State superintendent of public instruction, who is ex officio president of the State board; a county superintendent for each county; a school trustee for each township; 3 such trustees for each incorporated town or city with less than 30,000 people; a director for each rural district;² and, in cities with 30,000 or more inhabitants, a school commissioner for each ward. The members of the State board include the governor of the State and 7 educational officers named by law. The State superintendent is elected by the people for 2 years; the county superintendents, by the assembled township trustees of each county, for a like term; each township trustee, for 2 years, by the electors of his township; other school trustees, by common councils in the smaller cities and by boards of trustees in incorporated towns, for terms of 3 years, with partial annual change where they form a board; the director, for a year, by the patrons of the rural school he is to care for.

For colored children and youth separate schools are provided, with the same advantages as other schools of like grade. Any one attending these schools and deserving promotion to a grade not included in them is entitled to enter a white school of that grade, and no distinction therein may be made on account of race or color of the student. The trustees of two or more adjacent counties or townships may establish a new district and build a school-house therein when in their judgment it may appear necessary. Trustees of two or more municipal corporations for school purposes may establish joint graded schools and provide for admission to them from the primary schools of their corporations. Such gradation is becoming extensive even in country districts, and a system of graduation from such schools at the conclusion of the course is now common. Teachers seeking employment must present a license to teach from the proper State, county, or city authority, for which, see Preparation and Qualifications of Teachers, further on. At the close of each term of school, teachers must make to the proper trustee, under oath, a full report of the required data, one-fourth of their wages being held until such report is filed. German may be taught at the request of the parents or guardians of 25 or more children attending a public school and the Bible may not be excluded from the public schools. A school term is of 60 days; a school month, of 20; and a school week, of 5 days. The public schools are free to all unmarried youth of school age (6 to 21) as ascertained by an annual census.

SCHOOL FINANCES.

The means of support for public schools on the part of the State come from the income of a common school fund of nearly \$9,340,000, which, with the proceeds of a State tax of 16 cents on \$100, of 50 cents on each taxable poll, of a congressional township fund, and of the tax for liquor licenses, goes for tuition only, without deduction for expenses of collection and disbursement. For constructing, renting, or repairing school-houses, for providing furniture, apparatus, and fuel for these houses, and for meeting all the other necessary expenses of the schools, except tuition, the trustees of townships, towns, or cities may levy a special tax, not to exceed 50 cents

¹ Missouri and Illinois exceed it in amount reported, but may not include the same elements.

² The rural school districts here are an aggregation of persons or families that choose or agree to send their children to a certain school. They are not, as in most States, limited by defined lines, but cover whatever territory the patrons reside in, resembling very nearly the school communities that have for several years existed by law in Texas.

on each \$100 of property and \$1 on each poll in any year. For other school purposes, trustees of civil townships, of incorporated towns, and common councils of cities may levy annually a tax not to exceed 25 cents on \$100 and \$1 on each poll; while larger cities may levy also 25 cents on \$100 for grounds, school-houses, and supplies for these, and the same amount for paying teachers, with one-fifth of a mill for school libraries. In smaller cities and incorporated towns a tax of one-third of a mill annually for a free public library in each is authorized. Special additional taxes for payment of school debts are likewise provided for.

NEW LEGISLATION.

Amendments to the school law, which took effect June 10, 1883, created two new grades of county teachers' licenses, one of them for 3 years and one for 8 years; made the former one of 6 months a trial license, not renewable; authorized superintendents to consider special fitness of applicants for work in city and town schools and took away the power of renewing licenses without examination; provided for an institute fund of \$20,000 annually from the State; and changed the time for trustees' reports from September and October to the first Monday in August.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

In cities with less than 30,000 inhabitants 3 school trustees, elected by the common council of each city for 3-year terms, with annual change of one, manage the schools, erect the buildings for them, appoint the teachers, grade the pupils, and make annual reports of receipts and expenditures to the county commissioners and of all statistics to the county superintendent; since 1883, such reports have been due on the first Monday in August for the school year ending July 31.

In cities with 30,000 or more inhabitants the electors of each school district, since 1871, elect a school commissioner to represent their interests in the city board, which is authorized to levy taxes for teachers, buildings, and libraries.

Both classes of cities may choose superintendents for their schools.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of schoolage.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Evansville	29,280	14,676	5,582	4,851	139	\$73,170
Fort Wayne	26,880	14,466	3,662	2,801	104	53,926
Indianapolis	75,056	33,079	13,785	10,442	259	248,597
Jeffersonville	9,359	3,693	1,835	1,324	36	32,690
La Fayette	14,860	.....	.....	.....	.....	.....
Logansport	11,198	4,371	1,929	1,418	35	21,062
Madison	8,945	3,928	1,670	1,117	31	19,113
New Albany	16,423	.....	.....	.....	.....	.....
Richmond	12,742	.....	.....	.....	.....	.....
South Bend	13,280	.....	.....	.....	.....	.....
Terre Haute	26,042	9,695	4,374	3,312	90	62,543
Vincennes	7,680	3,642	1,147	784	21	.....

1883-'84.

Evansville	29,280	.....	.....	.....	.....	.....
Fort Wayne	26,880	14,701	3,886	2,991	104	71,509
Indianapolis	75,056	35,019	14,295	10,411	270	238,457
Jeffersonville	9,359	.....	.....	.....	.....	.....
La Fayette	14,860	7,600	3,065	1,700	51	58,624
Logansport	11,198	.....	.....	.....	.....	.....
Madison	8,945	.....	.....	.....	.....	.....
New Albany	16,423	6,364	3,071	2,123	55	.....
Richmond	12,742	5,522	2,580	1,846	51	76,578
South Bend	13,280	6,058	2,296	1,512	43	38,249
Terre Haute	26,042	9,748	4,545	3,377	91	63,298
Vincennes	7,680	3,952	1,053	893	21	13,333

ADDITIONAL PARTICULARS.

Evansville in 1882-'83, with an increase of 203 in school youth, had 289 more in average attendance in public schools, although the enrolment in those schools had

fallen off 208. The number of teachers was 6 greater, 1 of them teaching music. In private and parochial schools there was a reported enrolment of 1,930, more than a third of the number reported as enrolled in the city schools.

Fort Wayne in 1882-'83 had 9 school buildings, with 4,130 sittings, providing for only 29 per cent. of the school population; adding 3,400 enrolled in private and parochial schools, only 55 per cent. had school accommodations. Public school property was valued at \$234,000. While there was a slight increase in school population, enrolment, average daily attendance, and teachers, there was a decrease from 1881-'82 of \$11,447 in expenditures. Of the 3,400 in private and parochial schools, 2,350 were in average daily attendance, occupying 17 buildings. The public schools were in session 195 days. Special teachers in music, drawing, and penmanship were employed, and the work in these branches was said by the editor of the *Indiana School Journal* to be exceptionally good.

In 1883-'84, with an increase of 235 in school youth, there was an increase of 224 in enrolment in the city schools and of 190 in the average daily attendance in those schools, while in schools other than public there were 3,500 reported, an increase of 100.

Indianapolis in 1882-'83 had 29 school buildings, with 12,837 sittings, valued, with other property, at \$1,023,101, providing for only 39 per cent. of the school population. For the year there was an increase of 2,201 in school population, of 464 in enrolment, of 932 in average daily attendance, and of 39 in teachers, but a decrease of \$10,378 in expenditures. The enrolment in public schools was only 42 per cent. of the school population; adding 2,833 in private and parochial schools shows only 50.24 per cent. of the children in school.

In 1883-'84, with the same number of school buildings and sittings and same valuation as the year before, there was an increase of 1,940 in youth of school age, of 510 in enrolment, and of 11 in teachers, while there were 31 fewer in average daily attendance and \$10,140 less were expended. There were 2,800 in private and parochial schools, which, with 14,295 enrolled in public schools, shows only 49 per cent. in school. Only 1 special teacher in drawing is reported. The city lost this year its excellent superintendent, Hon. H. S. Tarbell, who had served it with great fidelity from 1878. He was succeeded by the assistant superintendent, Mr. Lewis H. Jones, Mr. Tarbell going to Providence, R. I.

Besides the city schools proper there appear at Indianapolis 12 Kindergärten in 1883-'84, one of them a training school for Kindergartners, 2 others free and meant for children gathered from the street, who are taught and fed. For statistics of all these, see Table V of the appendix.

Jeffersonville in 1882-'82 reported 5 school buildings, with 1,900 sittings, valued at \$73,445, yet providing for only 51.44 per cent. of the school population of the place. With a small loss in youth of school age as compared with the preceding year, there was yet a gain of 102 in enrolment, of 63 in average attendance daily, of 5 in teachers, and of \$2,822 in expenditure for public schools. Still, only 50 per cent. of the school population was enrolled, 72.15 per cent. of those that were enrolled being retained in average daily attendance.

La Fayette for 1882-'83 presents no statistics, but in 1883-'84 shows an increase in school youth of 940 since 1881-'82. Yet, with this growth of material, only 61 more pupils were enrolled in city schools and only 86 more were in average attendance, under the same number of teachers, though \$24,169 more had been expended for the schools, mainly for sites, buildings, furniture, apparatus, and library books.

Logansport in 1882-'83 had 6 school buildings, with 1,784 sittings, valued, with other property, at \$146,000 and providing for only 41 per cent. of the school population. With slight change in statistics for the year, there were only 44 per cent. of the youth of school age enrolled; yet, including 900 in private and parochial schools, 65 per cent. were in school, while 73.5 per cent. of the enrolment were in average daily attendance. One teacher in music was employed.

For 1883-'84 no information has been received.

Madison showed no increase of school buildings or rooms in 1882-'83. With only 68 more school youth than in 1881-'82, it enrolled 167 more in its schools, but failed to hold more than 52 additional in average attendance. No evening schools are reported. In 3 private or church schools there was an estimated enrolment of 800. The school trustees, in a printed report, say that there has been improvement on the part of both teachers and pupils, with a most healthy and satisfactory condition generally. There were 7 graduates in the year, of whom 6 were young women. Notwithstanding a large falling off of revenue the trustees were able to pay \$2,000 of indebtedness and yet keep the expenses entirely within the receipts.

For 1883-'84 there is no information.

New Albany makes no report for 1882-'83, but in 1883-'84 reports 43.25 per cent. of the school population enrolled in its public schools. Including 500 in private and parochial schools, only 56.11 per cent. were in school; but 69.13 per cent. of the enrolled were in average daily attendance. School property was valued at \$158,000.

Richmond presents no figures for 1882-'83, but for 1883-'84 shows an increase from 1881-'82 of 547 in youth of school age, of 282 in enrolment in public schools, of 222 in average daily attendance at such schools, of 1 in teachers for them, and of \$38,979 in expenditure upon them, \$42,200 being spent during the year for sites, buildings, furniture, and apparatus. In private and parochial schools there was an estimated enrolment of 975. Music and German, under 2 special teachers, formed part of the instruction in the public schools.

South Bend sends no report of its schools for 1882-'83, but for the year following that shows an increase over 1881-'82 of 811 in children of school age, of 172 in enrolment in public schools, and of 78 in average attendance, a small advance in the last two items for so long a period. The expenditure for school purposes increased by \$15,318 in the two years, \$5,104 of this increase going for new school buildings, furniture, and apparatus and \$8,000 for payment of indebtedness for past improvements. The city school property was valued at \$11,000 more than in 1881-'82. In private and parochial schools there was an estimated enrolment of 600. The number of city school buildings was not increased by the improvements above noted, but 2 large and well lighted rooms were added to a building that had been greatly crowded. A night school was maintained for some time during the year by one of the teachers, and the attendance is said to have been such as to show that many desire instruction in that way after the labors of the day are over.

Terre Haute for 1882-'83 had 12 school buildings, with 4,000 sittings, valued, with other school property, at \$230,352, providing for 41.26 per cent. of the school population, only 45.12 per cent. of which was enrolled; adding 1,000 in private and parochial schools, only 55.43 per cent. were in school; still 76 per cent. of those enrolled in public schools were in average daily attendance. In youth of school age there was no change during the year; there were 42 fewer enrolled, 40 more in average daily attendance, 5 more teachers, and \$1,999 more spent for school purposes. One music teacher was employed.

In 1883-'84 the city shows the same number of school buildings, with 120 more sittings, valued, with other property, at \$230,909. Compared with the previous year, there was a gain of 53 in school population, of 151 in enrolment, of 65 in average daily attendance, of 1 teacher, and of \$755 in expenditure for schools. One music teacher was employed. Besides the city schools, 2 Kindergärten were maintained.

Vincennes reported for 1882-'83 4 school buildings, with 904 sittings, which provided for only 25.10 per cent. of the school population. The enrolment, with 500 in private and parochial schools, was only 45.22 per cent. of the youth of school age, leaving nearly 55 per cent. not in school. School population fell off 200; enrolment, 57; average daily attendance, 58; while there was 1 more teacher.

KINDERGÄRTEN.

Beside the 12 Kindergärten noted in the matter relating to Indianapolis and the 2 others in *Terre Haute*, there appear at *La Porte*, *Marion*, and *Spiceland* 1 each, making 17 in the State.

For statistics of all these, see Table V of the appendix; for a summary of these statistics, a corresponding table in the report of the Commissioner preceding.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS.

The State allows no teacher to be employed in its public schools without evidence of good moral character and of literary capacity for good school work. Such evidence may be obtained as follows:

(1) Through a certificate from the State board of education, composed of the governor, the State superintendent of public instruction, the presidents of the State University, Purdue University, and the State Normal School, with the superintendents of the three largest city school systems. This certificate must show 48 months of successful teaching (at least 16 of them in Indiana) and the passage of a satisfactory examination in common school branches, physiology, history and Constitution of the United States, general history, plane geometry, algebra, elements of physics, of zoölogy, and of botany, English and American literature, rhetoric, moral science, and the science of teaching.

(2) Through a certificate from a county superintendent, showing the passage of a written and oral examination in the same studies up to physiology and history of the United States.

(3) Through a like certificate from a committee or officer of the school board of a city of 30,000 or more inhabitants.

The certificate from the State board is good throughout the State during the lifetime or good behavior of the holder; those from county superintendents, good in the county where they are issued, for 6 months, 12 months, 24 months, or 36 months, according to the ratio of correct answers given by the holder.

A professional license, valid for eight years, is also available by holders of 24-month licenses, whose next consecutive one shall be for 36 months, or by holders of 36-month ones that have received two such in succession; these last only on approval of the State board and on examination prescribed by it.

STATE NORMAL TRAINING.

The Indiana State Normal School, Terre Haute, admits young men of 18 and young women of 16 years of age. They must possess good moral character, average intellectual ability, and an acquaintance with the ordinary school studies, and, if residents of Indiana, must promise to teach in the common schools of the State a period equal to twice that spent in the school. The school provides a 3-year course for those who enter with a minimum amount of scholarship and wish to prepare for teaching in the common schools, a 2-year course for graduates of the best high schools and academies and for teachers of age and experience, and a 1-year course for graduates of colleges and State universities who seek a professional training that may fit them to be superintendents and principals of high schools. For the first mentioned class of students a Latin course has been arranged. In 1882-'83 there were 20 resident instructors, 266 male and 374 female normal students, and 30 graduates. All of these graduates engaged in teaching.

In 1883-'84 there was a total enrolment of 1,144 during the three terms of the year, the largest in the history of the institution, 68 out of 92 counties being represented and 70 per cent. being children of farmers.

OTHER NORMAL SCHOOLS.

A special spring normal school, to begin April 4, 1883, and to continue 10 weeks, was announced by De Pauw College for Young Women, New Albany; also, a summer normal, to begin June 27, 1883, and to continue 7 weeks. Like arrangements appear for the next year.

The following schools in 1882-'83 showed no changes: Elkhart Normal and Spencerian Business Institute, Goshen Summer Normal and Business Institute, and Southern Indiana Normal College, Mitchell.

In 1883-'84 the same appears to be generally true of the Central Indiana Normal and Business Institute, Ladoga, with 492 students; Central Normal College and Commercial Institute, Danville, which has a teachers' course of 48 weeks; and the Southern Indiana Normal School, Paoli.

Smithson College, Logansport, is reported by the Indiana School Journal to have been leased for 3 years for normal college purposes. It was to be opened as the American Normal College, April 1, 1884, under the presidency of Mr. J. Fraise Richard, a well known educator. Subsequent information shows that it began with 58 students.

Hope Normal School and Business College, Hope, a renewal of a former school at that place, was also to open in April, 1884, under John Mickelborough, for many years principal of the Normal School of Cincinnati, Ohio.

For 1883-'84 the *Indianapolis Normal School* shows a course of one year and a half, 1 instructor, 37 normal students, and 24 graduates, all the last engaged in teaching.

The *Richmond Normal School* opened September, 1883, with 5 instructors, and closed the year 1883-'84 with 240 students enrolled. It has a good 3-year course, which prepares teachers for the common schools.

Northern Indiana Normal School, Valparaiso, added during the year 8 new cases of books to its library, which is said to be now one of the best equipped in the State. The music department has been organized and made a conservatory, with 19 pianos and 11 organs in constant use. Many new buildings have been erected.

A *Normal School* is reported to have been located at Angola in 1883-'84, a company having bought 6 acres of land, on which a new building was in process of erection.

The teachers' class in the *Central Normal School*, Danville, graduated 43 in 1883-'84.

The teachers of *New Albany* have taken up the study of the theory and practice of teaching, meeting three times a week, and studying the underlying principles of their work.

The review and normal term of the *Academy of Purdue University* in 1883 took the place of the Purdue Normal School.

The *Indianapolis Kindergarten Training School* in 1883-'84 had 1 instructor and 9 pupils, all of whom graduated, with a 2-year course of study.

Mrs. Hailmann's Training Class for Kindergartners, at La Porte, reports for 1883-'84 2 instructors, 7 students, and 6 graduates (2 of whom engaged in teaching), and a 1-year course of study.

Normal training, in some cases separate from the regular course, in others connected with it, appears in the latest catalogues of all the colleges but Concordia, Franklin, Butler, Notre Dame, and St. Meinrad's.

For statistics of normal training, see Table III, Part 2, of the appendix.

TEACHERS' INSTITUTES.

According to the law requiring teachers' institutes to be held in each county of the State at least once a year and in townships at least one Saturday of each month, 67 county institutes are reported to have been held in 1883-'84.

EDUCATIONAL JOURNALS.

The very useful Indiana School Journal, Indianapolis, the organ of the State superintendent, began its twenty-ninth volume January, 1884, and continued through the year, devoting much space to educational methods and principles.

The Educational Weekly, Indianapolis, began its first volume July, 1883, and was in its third in September, 1884.

The Central Normal News, Danville, began its issues May, 1882, and was in its fourth volume in 1884, with quarterly issues, being mainly an advertising sheet for the Central Normal College, Danville.

The Normal Teacher, formerly of Danville, now of Indianapolis, entered on its seventh volume March, 1884.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

High schools, not being expressly provided for in the State law, are not reported. They are, however, recognized by the State university and the State board of education, under an arrangement which admits certified graduates of approved high schools without examination into the freshman classes of the State and Purdue Universities. Such students are also admitted to advanced standing in the State Normal School, by which they are enabled to complete the course in 2 years.

OTHER SECONDARY SCHOOLS.

For detailed statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of universities and colleges, see Tables IV, VI, VII, IX, and X of the appendix ; for a summary of their statistics, corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Before the opening of the session of 1883-'84 the Indiana State University lost by fire its main college building, with all its valuable contents, July 12, 1883. A desirable campus of 40 acres had, however, been soon secured, on which 2 well planned buildings were in process of erection during 1883-'84. Since 1875 graduates of approved high schools applying for admission to the freshman class have been admitted without examination. In 1884 there were 34 such schools. Other candidates may be examined by any county superintendent holding a commission from the university for that purpose. All other applicants for admission must be examined by the instructors of the high school at Bloomington. Applicants for freshman standing must be not less than 15 years old. Women are admitted on equal terms with men. The student, on admission, has a choice between 3 collegiate courses, one in ancient classics, leading to the degree of A. B. ; one in modern classics, leading to the degree of B. LIT. ; and one in science, leading to the degree of B. S. These courses are the same in length, each 4 years, and will be as nearly as possible equivalents in culture and mental discipline, all requiring the same preparation for admission. There were 143 collegiate and 157 preparatory students, 300 in all, under 11 professors and 5 assistants.

For 1882-'83 Wabash College, Crawfordsville ; Indiana Asbury University, Greencastle ; the University of Notre Dame ; Earlham College, Richmond ; and Ridgeville College, Ridgeville, show full classical and scientific or philosophical courses of 4 years each, as well as preparatory courses of 2 and 3 years. All have modern languages, with normal and music courses ; Asbury has military, business, and theological courses ; Notre Dame, commercial and Hebrew, and, with Asbury, law courses of 2 years, while the former shows a preparatory medical course.

Catalogues of other universities and colleges for 1883-'84 show no material change in the amount and character of their work. For their statistics, see Table IX of the appendix. All show classical, scientific, or philosophical courses of 4 years each, with preparatory courses of 2 and 3 years. Wabash, Franklin, and Ridgeville have English courses ; Wabash, Franklin, Union Christian, Moore's Hill, and Notre Dame, commercial ; Wabash, DePauw, Hanover, Hartsville, Union Christian, Moore's Hill, Earlham, and Ridgeville, some normal training. All but Wabash, Franklin, Hanover, and Earlham gave instruction in music, and these gave training in elocution. Hartsville, Union Christian, Notre Dame, and Ridgeville have lessons in drawing, and all

but Concordia and Hartsville, modern languages. For such as give instruction in theology, law, and medicine, see Scientific and Professional Instruction, below.

Mr. W. C. DePauw having given to the Indiana Asbury University, at Greencastle, about \$1,500,000, bringing the value of the university property up to about \$2,000,000, the title has been changed to DePauw University, in honor of the liberal donor. Considerable additions to the working force and apparatus have been made, as well as arrangements to establish law, medical, and other departments.

Fort Wayne College does not yet attempt to give collegiate instruction.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of the 14 institutions for young men, 11 admit women on the same terms. Of those for young women, St. Mary's Academic Institute had in 1882-'83 primary, intermediate, and senior departments, with 78 students and 7 graduates. The senior department embraces the higher and ornamental studies of a good course.

In 1883-'84 the DePauw College for Young Women, New Albany, showed a preparatory course of 1 year, a scientific of 2, and a classical of 4 years, with a normal department and schools of music and art, elocution, and domestic science, with needlework, wood carving, and designing in clay.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

In 1882-'83 and 1883-'84 the Indiana State University and 11 other collegiate institutions continued to offer scientific instruction, some fully, others to only a moderate extent.

Purdue University, La Fayette, the chief and oldest of the scientific schools of the State, changed in 1882-'83 its courses of study, making its work more distinctively technical and scientific, remanding to the rear the scientific course, which had held the leading position, and bringing the course in agriculture and horticulture to the front, with less study of mathematics and more of natural sciences. The revised curricula, with some subsequent changes, include now a school of agriculture and horticulture, a school of mechanics and engineering, a school of science, and a school of industrial art, each of 4 years, with a preparatory class of 2 years. Students in 1882-'83, 219, of whom 90 were in collegiate studies (3 of them graduates), 33 in mechanics, industrial art, chemistry, botany, and engineering, and the others in academic studies. The graduates of the year numbered 16. Owing to a somewhat higher standard for admission the number of students was 19 less than in the previous year. Statistics for 1883-'84 are wanting. A school of pharmacy was announced for 1884-'85. Women are admitted on like conditions as young men. At the close of 1882-'83 President E. E. White, who had brought to it a large educational experience and had done much to bring it to its present high standard of efficiency, resigned his place because of adverse action in the State senate, and was succeeded by Hon. James H. Smart, formerly State superintendent of public instruction. He is aided by a staff of 18 professors and instructors.

The *Rose Polytechnic Institute*, Terre Haute, commenced its sessions March 7, 1883, with a faculty of 8 instructors, Charles O. Thompson, president, and had at the end of the year 1883-'84 45 students, 3 of them juniors, 26 sophomores, and 16 freshmen. The founder, Mr. Chauncey Rose, left to the institution property exceeding \$500,000. The school is to be devoted to the higher education of young men in engineering, including in this term all those productive and constructive arts by which the forces of nature are made subservient to the needs of man and the principles which underlie these arts. Instruction is to be given in mechanical drawing and engineering, civil engineering, chemistry, and physics. A department of mining engineering is contemplated. German and French are to be studied. A course in geology will be given to the senior class. The cabinet has a collection of 5,000 minerals; the library, of 5,000 volumes. The institute occupies a well sodded campus of ten acres, on which are the academy building, the shops, and laboratory. The academic building is a handsome brick edifice, 4 stories high, 100 feet deep, and contains 46 rooms.

PROFESSIONAL.

Theology.—There is no regular theological school in Indiana, theology being studied in 5 schools as a mere auxiliary to university and college courses, with no changes since 1881-'82. In 1882-'83 the Union Christian College, Merom (Christian), showed a 3-year course, and Indiana Asbury University, Greencastle (Methodist Episcopal), raised its theological department to a like standard for 1883-'84.

Law.—DePauw University will, under its new title and régime, reorganize its law department.

The University of Notre Dame in 1883 extended its legal course to 3 years; raised its standard of studies, it is claimed, to the most approved plane; and partially substituted the lecture system for the compulsory use of text books. No special prepa-

ration is required for matriculation. Any student who is 17 years of age and has a fair English education is eligible.

Medicine.—“Regular” medical instruction was given in 1882-'83 by the Medical College of Evansville; the Hospital Medical College, of the same place, opened in that year; the Medical College of Fort Wayne and the Fort Wayne College of Medicine; and the Medical College of Indiana and the Central College of Physicians and Surgeons, both at Indianapolis. All required some preliminary education, with the usual 3-year tutelage under a medical preceptor and an attendance on at least 2 full lecture courses of from 20 to 24 weeks each, this last at the Fort Wayne College of Medicine, which in two preceding reports has been unfortunately confounded with the Medical College of Fort Wayne, a less reputable school, that suspended in 1883. With this exception, the same colleges continued their instruction through the session of 1883-'84, when the Medical College of Evansville also ceased to teach, leaving only 4 regular schools. The 6 colleges had 227 matriculates and graduated 101 in 1882-'83; the 5 of the next year, 145 matriculates and 72 graduates. The Medical College of Indiana, which had been from 1878 a department of Butler University, Irvington, severed its connection with that university in 1883.

Of the eclectic school, there were 2 colleges in 1882-'83, the Indiana Eclectic and the Beach Medical College, each requiring some preliminary education for admission and attendance on at least 2 annual lecture courses of 20 weeks. In the next year the Beach school was merged in the other. The matriculates of both were only 24 in the former year; the graduates, only 7; in the latter, the one remaining school reported 31 matriculates and 10 graduates.

An independent school, the Physio-Medical College of Indiana, organized in 1873, requiring fair preliminary training and attendance on 2 full lecture courses of 24 weeks each, reported 21 matriculates and 11 graduates in 1882-'83 and 40 matriculates and 7 graduates in 1883-'84.

Dentistry.—The Indiana Dental College, Indianapolis, issued its usual annual announcement for 1882-'83, indicating but slight requirements for either admission or graduation. No subsequent information respecting it has been received.

For statistics of professional schools, see Tables XI to XIII of the appendix; for summaries, corresponding tables in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Indiana Institution for Educating the Deaf and Dumb had in 1882-'83 a total of 328 pupils (175 males, 153 females), under 18 instructors, of whom 7 were semi-mutes. Since its foundation, 1,495 have received instruction, remaining in the institution an average of 5 years. In school, the common school branches, with scripture, natural history and philosophy, rhetoric, algebra, and articulation, were taught. In the industrial department, 15 boys worked at shoemaking, 37 at cabinet work, 64 at chair caning, 2 at baking, 2 in the greenhouse, and 1 in the dairy. The girls do light chamber work, ironing in laundry; 75 were trained to sew, cut, and fit garments, to crochet, and to make fancy work. The library contained 3195 volumes. Property of the institution was valued at \$457,925; State appropriation for the year, \$58,000.

No report for 1883-'84 has been received.

EDUCATION OF THE BLIND.

The superintendent of the Indiana Institute for the Education of the Blind, at the close of the session of 1883-'84, said that the several departments are thoroughly organized and the work of instruction has been directed by the teachers with fidelity and discretion; the pupils have been obedient, tractable, and industrious.

There is but one session for the year, beginning in September and closing the following June, a period of 40 weeks. The total number in attendance for the session, was 120, 58 males and 62 females, 21 being newcomers.

Instruction is given in three distinct departments: literary, musical, and industrial. The literary department is divided into six grades, in charge of 5 experienced teachers. In the musical department there are three sections: vocal, instrumental, and tuning. In this last the training of teachers is an important part of instruction, as many of the pupils expect to teach music and tuning when they leave the school. The industrial department has a workroom for girls and one for boys.

The female pupils receive daily instruction in sewing, knitting, crocheting, and in making fancy and useful articles of thread, worsted, and beads. The older girls are taught to run the sewing machine, to mend and darn, and keep in repair their own clothing. The number of articles finished during the session was 1,555, of a cash value of \$369.37. In the boys' shop, in addition to the usual broom making, cane seating of chairs was successfully introduced, awakening a new interest in the industrial work for boys.

EDUCATION OF THE FEEBLE-MINDED.

No later report than that for 1882 has been received from the asylum for this class at Knightstown, where there were then 81 pupils, under 3 teachers.

EDUCATION OF ORPHANS.

For statistics of a number of institutions in which instruction is given to orphan children, see Table XXII of the appendix.

INSTRUCTION IN MUSIC, ART, ETC.

The Island Park Assembly, Sylvan Lake, in its hand book for 1883, shows arrangements for a music college, with apparently large facilities for voice culture, chorus classes, class in harmony, and an old fashioned singing school. The sessions are held each summer. The session for 1883 was to begin July 2 and to continue at least until July 23. Besides music, instruction in microscopy, languages, elocution, art, and the theory, science, and art of teaching may be had at the assembly, which appears to be settled on a firm foundation and to be gradually broadening the scope of possible studies.

CHILDREN'S HOME.

The first annual report of the Children's Home, Madison, gives an account of its work in 1883-'84. It receives children who otherwise would be confined with the vicious, insane, and imbecile of the poorhouse, and those suffering from abuse and neglect in poverty stricken homes, and aims to prevent crime and pauperism by giving them some chance for their future. During the year 50 were admitted, 12 returned to parents or guardians, and good homes were found for 15, leaving at the close of the year 21 girls and 9 boys. The children admitted have been from 3 to 11 years of age.

TRAINING OF NURSES.

The Flower Mission Training School for Nurses, Indianapolis, in 1883-'84 continued its work, and expected to build a home at a cost of \$3,500.

REFORMATORY TRAINING.

The *Indiana Reformatory Institution for Women and Girls*, Indianapolis, has penal and reformatory departments. Children from 6 to 15 are admitted. During 1882-'83 of the 133 inmates 34 were committed on the reform side and 16 discharged and 17 committed on the prison side and 25 discharged. Since committal, about one-third have learned to read and one-half to write. Inmates are in school one-half the day and are taught the ordinary branches of the common school. In the industrial department, on the reform side, the training is in general housework and caning chairs; on the prison side, making overcoats and shirts. Of the 539 committed since foundation, 82 per cent. are known to have become orderly and useful members of society. When discharged, they are usually placed in christian families.

The *Indiana Reform School for Boys*, Plainfield, under State control, employs 17 male and 13 female officers and teachers; admits boys from 8 to 16 years of age for crime, and from 10 to 17 for incorrigibility. Of the 385 inmates, 149 were committed and 166 put out on trial in 1882-'83. Of the 1,930 committed since its establishment, 93 per cent. are known to have become orderly and useful members of society. None are discharged, but such as promise well are put out on trial. In school, the ordinary common school branches are taught; in the industries, farming, brickmaking, carpentry, baking, cobbling, tailoring, plumbing, and plastering. Earnings for 1882-'83, \$5,000; total expenditure, \$45,000.

EDUCATIONAL CONVENTIONS.

CONVENTION OF COUNTY SUPERINTENDENTS.

The county superintendents held their annual meeting at Indianapolis, commencing June 26, 1883, and continuing in session two days, with Mr. B. F. Johnson in the chair.

About 70 superintendents were present, making the largest and it is said the most profitable meeting of its kind ever held in the State. The specially important feature of the occasion was the "Graduation of licenses under the new law," presented by Hon. H. S. Tarbell. Mr. Tarbell stated in his paper that the changes are important ones and may result in great harm to the school interests or be the means of important benefits, as they may be judiciously or otherwise applied.

The evident purpose of the law was to allow special fitness for teaching to weigh largely in determining the granting of certificates; to make a broader distinction than heretofore between the several grades of teaching; to cut off many of the poorest teachers; to relieve progressive, capable teachers from the drudgery of frequent examinations; to make for the more competent teachers a standard uniform throughout the State, thereby securing a greater uniformity in all the work of examinations; and, finally, to emphasize the value of professional attainments in teachers.

The annual meeting of this body in 1884 was held at Indianapolis June 10-13, State Superintendent Holcombe in the chair. He gave in a few opening remarks a review of its work. The first convention was held in 1862, the second in 1866, the third in 1873, soon after the county superintendency law went into effect, since which time the meetings have been held annually. A number of interesting papers were read and discussed. Resolutions disapproving of the publication of answers to State board questions were unanimously adopted. A committee on course of study made a report recommending that the course be divided into 3 standards, primary, intermediate, and advanced, which, after a spirited discussion, was adopted, and another committee was appointed to draft a model course; it subsequently reported a course embracing 5 grades and covering 8 years.

Among the resolutions adopted were the following: (1) That the scale of graduation of teachers' licenses adopted in 1883 should be adhered to; (2) that special fitness should be considered in the examination of teachers for graded schools in towns and cities; (3) that arbor day exercises be approved and an autumn arbor day be recommended; (4) that the graduation of pupils from the district schools tends to increase interest and faithfulness in school work.

STATE TEACHERS' ASSOCIATION.

This association held its thirtieth annual session at Indianapolis December 26-28, 1883, the retiring president, Hon. H. S. Tarbell, introducing his successor, Dr. John S. Irwin. There were present 234 teachers, from 66 counties.

After the inaugural address of the president, papers were presented by C. W. Hodgkin, principal of the Richmond Normal School, on the question of "Separate schools for colored youth, for truants, and for both sexes in common schools;" by James Baldwin, on "The common schools of a quarter of a century hence;" by W. N. Hailmann, on "The moral results public school training should give and the results it does give;" by Prof. W. H. Payne, of Michigan University, on "The science of education: its nature, methods, and some of its problems;" all of which were ordered to be printed and may be found in successive numbers of the Indiana School Journal. Miss Mary H. Krout read a paper on "The model teacher," which is said to have been bright and interesting. A paper on "The school-house and its surroundings" urged the planting of trees and flowers on school grounds and contained many excellent suggestions. Other papers read were on "The study of English in schools" and on "School incentives." A committee appointed to confer with the State Horticultural Association concerning the decoration of school grounds reported in favor of coöperation in so desirable a work. Customary resolutions were then adopted, after which the convention adjourned.

INDIANA COLLEGE ASSOCIATION.

The members of this body met in conjunction with the members of the State Teachers' Association, above noted, Prof. L. S. Thompson, of Purdue University, opening the session with a paper on "Art in American colleges," which subject was further treated in a paper by Miss R. J. Thompson, of Franklin College. President Stott then presented papers on "The college and the Commonwealth" and "College degrees," which were discussed by President Everest and by Dr. Ridpath, of DePauw University. In the afternoon a paper was read by Dr. George B. Brown, of the State Normal School, on "The classification of knowledge," Dr. Ridpath presenting in connection with the topic an elaborate chart of the classification of knowledge proposed by Bishop Wilkins. The association then appointed Prof. Robert P. Warden, of Purdue University, to present at its next annual meeting a plan for graduate courses of study, and, after electing officers for the ensuing year, adjourned.

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. HOLCOMBE, *State superintendent of public instruction, Indianapolis.*

[Term, March 15, 1883, to March 15, 1885.]

It is understood that Mr. Holcombe has been elected for a second term.

IOWA.

STATISTICAL SUMMARY.

	1881-'82.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	604,739	621,222	16,483	.....
Enrolled in public schools	406,947	469,537	62,590	.....
Average attendance in public schools	253,688	300,000	46,312	.....
Per cent. of enrolment to school youth	67.29	75.58	8.29	.....
Per cent. of attendance to school youth	41.95	48.29	6.34	.....
Per cent. of attendance to enrolment	62.34	63.89	1.55	.....
Number attending private schools .....				.....
SCHOOLS.				
Public graded schools	521	530	9	.....
Public ungraded schools	10,751	13,094	2,343	.....
Whole number of public schools	11,272	13,624	2,352	.....
Average time of schools, in days	140	140		.....
School-houses of brick or stone	931	1,054	123	.....
Whole number of public school-houses	11,237	13,624	2,387	.....
TEACHERS.				
Men teaching in public schools	6,044	5,795		249
Women teaching in public schools	16,037	16,721	684	.....
Whole number of teachers	22,081	22,516	435	.....
Teachers' institutes held	5	5		.....
SCHOOL FINANCES.				
Whole expenditure for public schools	\$5,558,259	\$5,856,068	\$297,809	.....
Valuation of State school property	9,949,243	10,430,247	481,004	.....
Permanent State school fund	3,681,432	4,009,866	328,434	.....
Average monthly pay of men teaching	35 20			.....
Average monthly pay of women	27 46			.....

(From figures furnished by Hon. John W. Akers, State superintendent of public instruction, in advance of the publication of the report.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The figures given above under the heading 1881-'82 have been furnished by the office of the State superintendent as belonging to the year 1882-'83, but as they coincide in almost every respect with those (furnished from the same source) which have heretofore appeared for 1881-'82 and as the increases noted are exceedingly large, it is believed that the statistics cannot refer to two successive years. These figures, then, are given subject to revision.

As may be seen, the increase shown in 1883-'84 is large (even for a period of two years) in every important particular, that in enrolment going far beyond the growth of school youth, that in average attendance going proportionally almost as far, while the number of public schools and of school-houses is fairly proportioned to the great growth in school enrolment, as are the expenditure for schools, the valuation of school property, and the reported permanent school fund. The only apparent falling off is in the number of men employed as teachers, which shows a continuation of the prevalent tendency to substitute women for men. A comparatively small increase of teachers indicates that, except in this change from men to women, there has been more permanency of tenure on the whole and that better training in institutes and normal schools is making at least a full year's continuance more sure.

ADMINISTRATION.

A State superintendent, elected for 2-year terms in each odd numbered year, has general supervision of the public schools. Each county has a school superintendent; each township and independent district, a board of directors; each subdistrict into which a township may be divided, a subdirector, the subdirectors of the subdistricts forming a district township board. Women are eligible to any school office in the State, and since 1882 one member of the State board of examiners must be a woman. For the State board to examine teachers, see Preparation and Qualifications of Teachers.

Public schools must be taught in each subdistrict for at least 120 days in the year and are free to all resident youth of school age (5-21). Besides common schools the system includes high schools, a State normal school, teachers' institutes, a State university, agricultural college, reform school, institutions for the deaf and dumb, for the blind, and for the feeble-minded. To be legally employed, teachers must have certificates of qualification. They must keep a register and make annual reports to the board of directors, which in turn reports to the county superintendent, and he to the State superintendent. If not already growing there, at least 12 shade trees must be set out at each school site, and it is the duty of the county superintendent to see that this is done. Industrial expositions, for displaying useful articles made by public school pupils, are encouraged by a law of 1874; they are to be held in the school rooms and on a school day as often as once a term.

FINANCES.

Public schools are sustained from the income of a State school fund and from county and district taxes. The State fund, comprising the proceeds of public school lands sold and rented, of intestate estates, and such other means as the general assembly may provide, is distributed to the districts in proportion to the number of youth 5 to 21. County taxes must be not less than one mill nor more than three mills on the dollar; district taxes must not exceed 10 mills on \$1 for a school-house fund, \$5 a pupil for a contingent fund, or \$15 for each resident pupil for a teachers' fund, this last including the amount received from the State by semiannual apportionment.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

Under a general law, cities, towns, and villages with not less than 200 inhabitants may be constituted separate school districts and may attach to such districts contiguous territory by vote of the electors in the proposed addition. Public schools are controlled by boards of 6 directors in cities with 500 or more inhabitants, 2 of these directors being subject to change each year. For the larger cities superintendents of schools are usually employed.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expen- diture.
Cedar Rapids.....	10,104	3,993	2,645	1,769	48	\$52,689
Clinton.....	9,052	.....	.....	.....	.....	.....
Council Bluffs.....	18,063	7,244	2,572	1,562	50	53,422
Davenport.....	21,831	9,439	4,835	3,534	86	71,940
Dubuque.....	22,254	10,941	3,923	2,625	72	57,371
Keokuk.....	12,117	.....	.....	.....	.....	.....
Muscatine.....	8,295	2,800	1,650	1,400	34	.....

1883-'84.

Cedar Rapids.....	10,104	.....	.....	.....	.....	.....
Clinton.....	9,052	3,363	2,200	1,500	42	37,688
Council Bluffs.....	18,063	7,244	2,758	1,568	61	53,322
Davenport.....	21,831	.....	.....	.....	.....	.....
Dubuque.....	22,254	.....	.....	.....	.....	.....
Keokuk.....	12,117	4,931	2,557	1,821	50	39,589
Muscatine.....	8,295	.....	.....	.....	.....	.....

ADDITIONAL PARTICULARS.

A Cedar Rapids return shows for 1882-'83 an increase of 145 in youth of school age, of 109 in enrolment in primary, grammar, and high schools, and of 225 in average

daily attendance, with \$19,147 more expended on the city system. The schools were taught 179 days in 13 buildings, with 46 rooms for study and a seating capacity of 2,422. A special teacher of penmanship was employed. Enrolment in 2 private or church schools, 250. Estimated value of public school property, \$142,500.

The *Clinton* public schools, classed as primary, grammar, and high, were taught 187 days in 1883-'84, the teaching force comprising 2 men and 40 women. Its six school buildings, capable of accommodating 1,779 pupils, were valued, with sites, furniture, and apparatus, at \$90,500. About 325 pupils, it was estimated, attended private and parochial schools, making 2,525 under instruction. The statistics show a slight increase in school youth and average attendance, with \$1,538 more in expenditure for schools under the city system as compared with 1881-'82; the enrolment fell off somewhat.

Council Bluffs for 1882-'83 reports public schools classed as primary, grammar, and high, taught 196 days in 15 buildings, with 48 rooms, capable of accommodating 2,654 pupils. School property was valued at \$144,360. Estimated enrolment in private schools, 210.

In 1883-'84, with the same classification of the schools and the same number of buildings for them, there was 1 more room, with 64 more seats for pupils, who had increased by 186, with 4 fewer in average attendance. The rating of school property remained the same as in 1882-'83. Penmanship was taught in both years by a special teacher.

Davenport presents statistics for two years. These show an enrolment of different pupils in the ordinary public schools less by 47 in 1882-'83 than in 1881-'82; but 11 pupils in a city normal school and 263 in 2 evening schools bring up the numbers enrolled and in average attendance beyond those of the earlier year, and expenditures for the city schools were greater by \$3,940. The valuation of school property belonging to the city remained nearly the same for the next year, the number of school buildings not having increased, while attendance appears to have diminished. Music, drawing, and penmanship were taught by the regular teachers.

Dubuque, in a return marked "For the year ending September 1, 1883," but not received till January 14, 1884, and possibly relating to 1883-'84, presents an increase from 1881-'82 of 410 in youth of school age, of 44 in enrolment in public schools, and of 80 in average daily attendance, with the same number of teachers, but an expenditure for city schools smaller by \$3,872. The schools—primary, grammar, and high—occupied the same 9 buildings, with 3,550 sittings, reported in 1881-'82. Value of school property, \$170,000; estimated enrolment in private and parochial schools, 2,700, an increase of 80. For the city schools there was a special teacher of German, but none for music, drawing, or penmanship.

The *Keokuk* public schools in 1883-'84 were taught 188 days by 7 men and 43 women. School accommodations were sufficient for 2,241 pupils, somewhat less than the actual number enrolled, but more than the average daily attendance. The value of all school property was put at \$100,000. About 500 pupils attended private and parochial schools, making a total of 3,057 under instruction during some portion of the year. Music, drawing, and penmanship were taught in the public schools. From 1881-'82 the increase shown is 24 in school youth, 95 in enrolment, 2 in average attendance, and \$5,478 in expenditure for city schools.

Muscatine, apparently for 1882-'83, reports primary, grammar, and high schools taught 200 days in 10 buildings, with 31 rooms for both study and recitation, besides 5 for recitation only, and 1,700 sittings, all the school property valued at \$115,000. Enrolment in private and church schools, about 200. Penmanship in the city schools was taught by a special teacher.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS.

The law requires teachers in the public schools to possess scholarship, ability to govern, and aptness to teach. Examinations are conducted by county superintendents and are said to be made with a view of obtaining the actual measure of the proficiency of the applicant in each branch. Special teachers of music, drawing, penmanship, book-keeping, German or other language, are examined with reference to such branches and may be employed to teach only the branches upon which they have been examined. Teachers' certificates are for 1-year terms only.

STATE NORMAL TRAINING.

The *Iowa State Normal School*, Cedar Falls, organized in 1876, presents a 3-year didactic course of 40 weeks each year, which prepares teachers for common and high schools, and a scientific course of one additional year, fitting teachers to be superintendents and principals of high and normal schools and academies. For admission students must sign a statement of their intention to teach in the public schools of the State. The State in 1883-'84 appropriated \$7,750 for teachers' pay, \$30,000 for build-

ing purposes, and \$3,000 for incidentals. There were 293 students in attendance during the year, under 9 instructors, and 13 were graduated. A model school was established in 1883, with 52 pupils. Graduates receive certificates, which do not, however, entitle them to teach in the public schools without further examination.

The *chair of didactics of the State university*, Iowa City, an elective course pursued during the entire senior year, comprises the study of school management, organization, and supervision, with careful reading of the subjects of history of education, national systems of education, and practical educational topics; there is also a brief course of lectures. Students completing this course are entitled to receive certificates of qualification as teachers. After two years of successful teaching, graduates may receive the degree of bachelor of didactics. There were 42 students in attendance during 1883-'84, of whom 12 were graduated; 9 of these engaged in teaching.

OTHER NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *Eastern Iowa Normal School*, Columbus Junction, formerly at Grand View, founded in 1874 and said to be the oldest normal school in the State, presents 2 courses of normal instruction, an elementary of 3 years and an advanced of 2 additional years. Graduates from the advanced course receive the degree of bachelor of didactic philosophy.

Dexter Normal School, Dexter, reported a normal preparatory course covering 2 years, which, with 1 additional year, constitutes the full normal course.

Normal instruction was given at Amity, Tabor, and Western Colleges, in 2-year courses; at Iowa College, in 1 year; at Cornell College, in 2 courses, preparatory and advanced, of 2 years each; at Upper Iowa University and Norwegian Luther College, in 3-year courses; at Drake, Oskaloosa, and Penn Colleges, in 4-year courses; and at Parsons and Simpson Centenary Colleges and Central and Iowa Wesleyan Universities, in courses not defined. Whittier College and Normal Institute, Salem, when last heard from, offered normal training in connection with the college studies, including practical work in organizing schools and conducting classes.

Iowa City Academy offered a 3-year normal course, from which 16 students were graduated in 1883-'84.

Training in the theory and practice of teaching was given in connection with the city school systems of *Davenport* and *West Des Moines*.

A training school for teachers is said to have been established at *Marshalltown*, course not defined.

The *Normal and Scientific Institution*, Bloomfield, formerly known as the Southern Iowa Normal School and Commercial Institute, presented for 1883-'84 a 3-year course of normal instruction to 255 students, of which number 18 were graduated, 12 of whom engaged in teaching. There are beginning, advanced, and review classes each term. The studies pursued comprise the common English branches, with book-keeping, chemistry, geology, zoölogy and botany, penmanship and drawing, vocal music, Latin and German. Special attention is given to a teachers' training class.

West Des Moines Training School reported 6 normal pupils and 6 graduates for 1884, and the normal department of *Davenport High School*, 12 students and 12 graduates, the course of study in each extending over a school year.

TEACHERS' INSTITUTES.

County superintendents must hold normal institutes annually in their counties, and, with the concurrence of the State superintendent of public instruction, they may procure the necessary assistance in teaching, the expenses to be defrayed from the proceeds of a registration fee of \$1 from each person attending the institute and the same from each applicant for a certificate. Whenever reasonable assurance is given by the county superintendent of any county to the State superintendent that not less than 20 teachers of the county desire to assemble in an institute to remain in session 6 days, the State superintendent is required to convene such institute, the expense not to exceed \$50, which amount is allowed to each county for this purpose from public funds.

EDUCATIONAL JOURNALS.

The principal educational journals in the State are The Iowa Normal Monthly, published at Dubuque, which entered on its fourth volume in August, 1884, and the Central School Journal, Keokuk, in its seventh volume, both containing much to interest and aid teachers in their work.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The law provides for the establishment of high schools in counties having 2,000 or more inhabitants. There were 36 such schools in 1883-'84 approved by the State university as preparatory schools for it. Graduates from these are admitted to the uni-

versity without further examination, except in some one branch of study as a test; but certificates from the principals of the schools, with specific statements as to the amount of work done in each study, must be presented. The same rule applies to 15 private and church schools, students from which are received on similar terms.

It was proposed that for 1884-'85 the list of such accepted schools should be revised and a classification of them be made on the basis of the extent of preparation. This will be likely to lead to a generally higher standard.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools for preparing students for college, see Tables IV, VI, VII, and IX of the appendix, and summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The State University of Iowa, Iowa City, comprises 5 departments, collegiate, legal, "regular" medical, homœopathic medical, and dental, with a total faculty of 43 professors and instructors.

The collegiate department embraces a school of letters, with classical and philosophical courses of 4 years each, and a school of science, with scientific and engineering courses, each of 4 years. Candidates for degrees are required to make an election of one of these four courses and will not be allowed, without permission, to pursue more or less than 3 studies at a time except as required by the program, while students not candidates for graduation, on complying with the terms of admission, will be allowed to select their studies from the four courses under the direction of the faculty. Resident graduates of this or other institutions desiring to prosecute advanced studies may become connected with the university and avail themselves of such facilities as the several chairs afford. The university accepts the graduates of 36 high schools and 14 academies or preparatory schools without examination; the right to examine such students in some one branch of study, however, is reserved. In the school of letters both courses are chiefly devoted to instruction in language, literature, and history, the difference between the classical and philosophical courses being in the attention given to ancient language in the former and to modern in the latter, including German, French, Italian, and Spanish. The libraries of the university aggregate 18,000 volumes, with 70 American and European periodicals in the reading room. The collegiate faculty, which includes both literary and scientific teachers, consisted in 1883-'84 of 18 professors and instructors, having under them 240 students, of whom 70 were females. Of the 240, a class of 35 was graduated, 6 of them as bachelors of arts, 19 as bachelors of philosophy, 4 as bachelors of science, and 6 as civil engineers. The university has \$212,000 in productive funds, yielding an annual income of \$16,000. There is also an annual State appropriation of \$24,000, making a total revenue of \$40,000.

Of the other 18 institutions for superior instruction, all but Griswold, Luther, and St. Joseph's Colleges admit women the same as men; all show preparatory courses of 1 to 4 years, mostly of 2 years; all, classical of 4 years; all but Amity, Griswold, Luther, and St. Joseph's, scientific of 4 years. Amity and Griswold having 3-year scientific, and Luther and St. Joseph's none. Normal courses of 2 to 4 years appear in 13, while 3 give normal instruction in connection with the regular college studies; 11 have commercial and business courses; 2, ladies' courses of 4 years; 13, music courses of 1 or 2 to 3 years; 12, courses in art; 6, in theology; 3, in law; and 2, in medicine, 1 other in law and 4 others in medicine appearing elsewhere than in these colleges.

For statistics, see Table IX of the appendix; for a summary of them, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of the 19 colleges for young men or for both sexes previously presented, 16, including the State University, are open to young women as well as to young men, while Drake University, Des Moines, under the influence of the Disciples, and Iowa College, Grinnell (Congregational), have special ladies' courses of 4 years each, in both cases of fair collegiate standard. Besides these there are 4 minor institutions which in their higher departments are devoted wholly to young women, namely, Immaculate Conception Academy, Davenport; Callanan College, Des Moines; St. Agatha's Academy, Iowa City, and Mt. Pleasant Female Seminary, Mt. Pleasant, 2 of which are authorized to confer degrees.

For statistics of these 4, see Table VIII of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State University of Iowa* offers in its school of science 2 courses, scientific and engineering, each of 4 years. The scientific course is meant to lay a foundation on which students may build in any special branch of scientific work, and also to meet the demand for thorough preparation for scientific teaching in the high schools. The engineering course, similar to the scientific in its general aim, devotes the latter part of its time to engineering science and practice.

The *Iowa Agricultural College*, Ames, continued in 1883-'84 its arrangement of studies under general and technical courses. Under the first is a course in the sciences related to industries, which aims to give a fair preparation for the great industries of the country, without especially confining itself to any particular pursuit. This being for both sexes, the course is given a considerable degree of flexibility to meet the wants of each. The technical courses, while giving a liberal culture, aim also so to direct it as to meet the requirements of a special pursuit or profession. These courses are: (1) in agriculture; (2) in mechanical engineering; (3) in civil engineering; (4) in veterinary science; and (5) in domestic economy. The 2 last mentioned are each of 2 years; the others, of 4 years. These courses are arranged in schools having special facilities. In the department of military science and tactics young men are fitted for positions in the State troops as line officers and company instructors. Provision is made for mixed optional and graduate courses and the study of commercial law. French, German, and vocal and instrumental music are taught by female instructors. There were 22 "officers of instruction," 5 of them women, with 252 students in all departments, the graduating class in 1883 being 29, of whom 13 were women.

The scientific courses of the other colleges vary from 3 to 4 years in duration and in the extent and kind of scientific work done. In 3 instances the courses are slightly varied by Latin and philosophy.

PROFESSIONAL.

Theology.—No distinctively theological school appears in the State. Theology is taught in 3-year courses at Griswold and German Colleges, in the former of which 3 candidates for orders appear in a report for 1884. At Oskaloosa College theological instruction is given in a 4-year course of sacred literature, in indefinite ones at Iowa Wesleyan and Simpson Centenary Colleges, in a 2-year Bible course at Drake University, and slightly in the ecclesiastical department at St. Joseph's College.

For statistics of the above, see Table XI of the appendix; for a summary of same, the report of the Commissioner preceding.

Law.—The course of instruction in the law department of the State university, heretofore but one year, now extends over 2 school years of 40 weeks each, the change being required by an act of April 5, 1884. Candidates for graduation, on the passage of a satisfactory examination under the direction of justices of the supreme court of the State, receive diplomas from the regents of the university which admit them to the bar without further examination. Under 4 professors and 4 lecturers there were in 1882-'83 120 regular students and 6 irregular; in 1883-'84, 132, all regular.

The Iowa College of Law, a department of Drake University, Des Moines, in 1883-'84 shows a course advanced from 1 to 2 years, according to the new law, under a faculty of 15 instructors, with 18 students, against 14 in 1882-'83. Graduates receive the degree of bachelor of laws and are admitted to any court in the State.

The Iowa Wesleyan College offers legal instruction under 2 instructors, but its course remains somewhat undefined, and the last report in 1881-'82 showed no students.

Keokuk College of Law, Keokuk, presents for 1883-'84 a law course covering 1 year of 40 weeks, with an offer of an extended course after graduation, under 20 instructors. Students in 1882-'83, 21, of whom 8 graduated. By the law above referred to, its course must in the future cover 2 years to secure the admission of its graduates to the courts. No preliminary examination seems to be required, nor any prior reading of law.

Medicine.—"Regular" medical instruction was given in 1882-'83 by the medical department of the State university; the College of Physicians and Surgeons, Keokuk; and the College of Physicians and Surgeons of Iowa, Des Moines. Each of the 3 requires some preliminary study, the usual 3 years with a physician, and attendance on 2 full courses of lectures, of 20 weeks each in the first two, of 22 weeks in the third. They continued their instruction through the session of 1883-'84 without change.

In the homœopathic medical department of the State university special instruction continued through the 2 years, with lecture term and requirements the same as in the regular school.

Eclectic instruction was given in 1882-'83 by the Iowa Medical College, a department of Drake University, and in 1883-'84 also by King Eclectic Medical College, Des

Moines, which opened for instruction in 1883. The former requires for admission a good elementary education; for graduation, the usual 3 years' study and 2 lecture courses of 24 weeks each; the latter, no previous preparation, but for graduation 3 years' study, with 2 full courses of lectures of 20 weeks each, or 2 years' study and 3 courses of lectures, or 4 courses with no previous reading.

Training in *veterinary* practice continues in one of the courses of the Iowa Agricultural College at Ames. It is the expressed purpose of this school to meet the increasing demand for trained veterinary practitioners growing out of the vast stock interests of the West and the enormous losses from sporadic and contagious diseases among domestic animals. The course of study covers 2 years, under a special faculty of 4 instructors; it includes lectures on the technical and special topics of the course and practice in microscopical and anatomical laboratories and in the veterinary hospital. Candidates for graduation must pass their examinations with the standing required in the other college courses and present a thesis in veterinary science; if successful, they receive the degree of doctor of veterinary medicine.

Dentistry continued to be taught in the State university. Requirements for graduation: Mature age, 2 years of dental study, attendance on 2 lecture courses (apparently of 30 weeks each), the preparation of a satisfactory case of artificial teeth, a practical operation on natural teeth, and the passage of a final examination. Matriculates in 1883-'84, 31; graduates, 13; teaching faculty, 8, besides 2 special lecturers and 15 clinical instructors.

For statistics of all the above medical schools, see Table XIII of the appendix; for a summary of the same, the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Iowa Institution for the Deaf and Dumb, Council Bluffs, in 1882-'83 gave free instruction to 225 pupils in the common and higher English branches and in the employments of carpentry, broom and dress making, gardening, printing, and shoemaking, all under 18 instructors, besides the president. The institution owned 80 acres of land, which, with buildings, &c., was valued at \$200,000. The appropriation from the State for the year was \$16,000. Articulation was taught to such as were deemed capable of profiting by it. Whole number of pupils from foundation, 369.

EDUCATION OF THE BLIND.

The State also provided for the instruction of the blind in the College for the Blind, Vinton, the branches taught being primary, grammar, and high; the industries, bead work, broom and mattress making, cane seating, and sewing.

In 1883-'84 there were 125 pupils enrolled, under 30 instructors and other employés. The estimated value of the buildings, grounds, &c., was \$350,000; total receipts, \$35,864; expenditures, \$31,312.

EDUCATION OF ORPHANS.

At the Iowa Soldiers' Orphans' Home and Home for Indigent Children, Davenport, there were 68 soldiers' orphans and 150 county children in 1882-'83. Since the opening of the Soldiers' Home, in 1862, there have been received 1,450 orphans, and the department for indigent children since its opening, in 1876, has received 250 of that class. The schools are graded, under 3 teachers, open 9 months in the year, and in session 5½ hours a day for 5 days in the week. The boys are instructed in gardening and the girls in general housework and sewing; industrial drawing is taught in all the departments.

TRAINING OF THE FEEBLE-MINDED.

The Iowa Institution for Feeble-Minded Children, Glenwood, established in 1876, had 239 children of this class enrolled in 1882-'83, to whom were given the elements of a common school education. There were 12 receiving instruction in drawing, and a large number, in plain sewing.

REFORMATORY TRAINING.

The State Reform School, with a department for girls at Mitchellville and one for boys at Eldora, undertakes the education, reformation, and industrial training of youth committed to its charge. The children in both departments are required to attend school 4 hours each day of the school months, the boys to receive instruction in hat and shoe making, farming, gardening, and stock raising, and the girls to be trained in general housework.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The Iowa State Teachers' Association held its twenty-eighth annual meeting at Des Moines, December 26-28, 1883, with an enrolment of 435 members, the number being greater than ever before and larger by 160 than in 1882. The address of Colonel Parker, of the Cook County Normal School, Illinois, entitled "Learning to do by doing," was listened to with much interest. He said that one advantage of these associations was the inspiration given and received; teachers would discover a wonderful unity in their work; what we call new is really very old. He showed the ways in which thought may be expressed and the advantage of originality or self activity, and closed by saying that character should be made the aim of all education. A system of school savings banks was discussed at length, but without leading apparently to any definite conclusion. President Klinefelter, in his official address, suggested "that four weeks of attendance on institutes be compulsory as to teachers holding second and third grade certificates, and that teachers be allowed pay while attending institutes; that the work of rural districts be concentrated on a few essentials, and that elementary didactics be made a study to be taught at the request of pupils of a certain age." Addresses and papers followed on "An outsider's view of what is lacking in our public schools," "The money value of a college education," "What constitutes a practical education," "School government," "What can reasonably be expected from the schools," and "Addition to and subtraction from our education." The last subject was a discussion of spelling reform, classics *vs.* science, morals in the schools, &c. A special feature of the meeting was the presence of most of the college presidents and many of the members of the faculties. A new constitution was adopted at the beginning of the session.

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. AKERS, *State superintendent of public instruction, Des Moines.*

[Second term, January 7, 1884, to January 4, 1886.]

KANSAS.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	382,269	411,250	28,981	.....
Enrolled in public schools	286,168	303,601	17,433	.....
Average daily attendance	168,117	207,339	39,222	.....
Per cent. of enrolment to enumeration	74.86	73.82	.....	1.04
Per cent. of average daily attendance to enrolment	58.75	68.29	9.54	.....
Per cent. of average attendance to enumeration	43.98	50.41	6.43	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts organized	6,582	6,706	124	.....
School districts reporting	6,337	6,127	.....	210
School districts with 3 months' schooling or more	6,152	6,236	84	.....
Average time of schools, in days .....	.....	.....	.....	.....
Number of school-houses	6,188	6,354	166	.....
Number of school rooms	7,156	7,318	162	.....
Number of private or church schools .....	.....	.....	.....	.....
TEACHERS.				
Men teaching in public schools	3,138	2,936	.....	202
Women teaching in public schools	5,145	4,915	.....	230
Whole number of teachers	8,283	7,851	.....	432
Teachers in private and church schools .....	.....	.....	.....	.....
FINANCIAL STATEMENT.				
Whole expenditure for public schools	\$2,579,243	\$2,882,963	\$303,720	.....
Valuation of public school property	5,344,006	5,715,582	371,576	.....
Public school fund apportioned	280,374	290,554	10,180	.....
Whole invested school fund .....	.....	1,102,807	.....	.....
Average monthly pay of male teachers	39 19	40 70	1 51	.....
Average pay of female teachers	32 53	32 85	32	.....

a Three counties not reporting.

(From fourth biennial report, by Hon. H. C. Speer, superintendent of public instruction, for the two years named.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The statistics given in the biennial report of the State superintendent, though indicating fair progress since 1882, are to some extent imperfect, as of 6,706 organized districts in 1884 579 failed to report, of which number 440 are said to have had no school. While this shows neglect of duty by some district officers, the statistics indicate efficient school work in the main. While the percentage of enrolment to school population fell off, that of average attendance to enrolment and of average attendance to school youth materially advanced.

The superintendent says that the weakness of the school system lies in the independent districts. The number failing to support schools in 1880 was 367; in 1882, 411; in 1884, 440, or 1 district in every 15. He suggests two remedies: (1) That the State, by general tax, afford such support as will give at least 3 months' school in

every district, such tax to be divided, not on population, but by giving each district a stated sum, say, \$75, and coupling this appropriation with a requirement that a similar amount as a minimum be raised by the district; (2) organize the State on the township plan. In this way taxes would be equalized and every community would be provided with at least some term of school, as contemplated by the constitution of the State. Some limit, it is thought, should also be put to the power of county officers to form districts that cannot perform their functions.

The school term for the two years has averaged in the State but twenty-three weeks. The superintendent urges that, as the State grows in wealth, there should be a corresponding increase in the length of term till it reaches nine months a year.

There has been a gratifying improvement in the supervision of schools, as the result of the law of 1881 requiring visitation and inspection of schools by county officers. This is seen in the large increase of attendance, as already indicated. The standard of teaching has also been raised during this period, under the influence of normal schools, normal institutes, county associations, county superintendency, and examining boards.¹

The figures in regard to school buildings show a marked advance in good new buildings, these in many cases taking the place of old ones less suitable to the need of the district.

ADMINISTRATION.

For the State and county there is a superintendent of public instruction elected biennially by the people; for school districts, a board of 3 members elected for 3 years, with annual change of 1. For examining applicants for State diplomas there is a State board of education; for examining teachers in counties there are associated with the county superintendent 2 holders of first grade certificates, each to serve 1 year; for the care of the State school funds there is a board of commissioners, consisting of the State superintendent, secretary of state, and attorney general. Women may vote and hold school offices.

The public system embraces primary, grammar, high, and normal schools, a State Agricultural College, a State university, and schools for the deaf and dumb, for the blind, and a reform school. No sectarian teaching is allowed in any of these, but the reading of the Bible without note or comment is not prohibited. For the improvement of teachers annual county institutes are provided for, supported by an appropriation not to exceed \$100 to each one, made by the board of county commissioners, and by funds received from those attending and those examined for certificates.

These certificates are of first, second, and third grades, and continue in force 2 years, 1 year, and 6 months. Teachers are required to report to county superintendents and they to the State superintendent. The State treasurer is also required to report semiannually to the State superintendent the amount of school money in the treasury subject to disbursement. Uniformity in text books is required. All public schools are free to children from 5 to 21 years of age, and those from 8 to 14 are by law required to attend at least 12 weeks in each year, unless excused by school authorities or taught elsewhere.

SCHOOL FINANCES.

The public schools are supported from the proceeds of all lands granted by the United States, including 500,000 acres given to new States under act of September 4, 1841, and also sections 16 and 36 in every township, granted by act of January 29, 1861; from estates of those dying without heir or will; from such per cent. as may be granted by Congress on the sale of lands in the State; from a yearly tax of 1 mill on \$1; and from an annual fee of \$50 paid by every insurance company doing business in the State. This income is distributed annually, by order of the State superintendent, to the county treasurers, and thence to the district treasurers, in proportion to the children and youth of school age (5-21). For the support of a State university, 72 sections of land were reserved.

NEW LEGISLATION.

The only changes in school laws that have been noted since the last report are (1) a permission to boards of education in cities of the second class to raise their annual school tax levy from 8 mills on \$1 to 10 mills; (2) a permission to boards of directors in cities of the third class to raise the limitation regarding bonds issued to erect or purchase school-houses from 5 to 6 per cent. of the taxable property.

¹ The committee on education of the Kansas State Grange, in its report for 1884, holds that in the district schools there is still too much memorizing, too many studies requiring abstract reasoning, and too much straining of the powers of pupils by study of rules and principles beyond their grasp. In place of this it urges that there should be more object teaching, acquainting children with the forms and modes of life around them and life in every form throughout the world; that the study of numbers should be in connection with familiar objects of definite dimensions and with materials that enter into domestic economy; that quickness and accuracy should be induced by exercise in practical computations relating to such objects; and that in such exercises this study should be confined to the primary grades.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

Cities of more than 15,000 inhabitants have elective boards of education of 3 members from each ward, with annual change of 1; cities with from 1,500 to 2,000 have similar boards of 2 members from each ward, 1 of the 2 liable to annual change. The larger boards may and the smaller ones must choose a superintendent.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Atchison	15, 105	4, 203	2, 460	2, 115	29	\$23, 785
Lawrence	8, 510	3, 110	2, 005	1, 429	25	16, 089
Leavenworth	16, 546	6, 996	3, 508	2, 410	43	32, 918
Topeka	15, 452	6, 890	4, 552	2, 805	50	34, 758

1883-'84.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Atchison	15, 105	4, 972	2, 786	2, 371	31	23, 000
Lawrence	8, 510	3, 343	2, 202	1, 606	28	16, 311
Leavenworth	16, 546	7, 129	4, 212	2, 894	48	28, 900
Topeka	15, 452	7, 130	4, 447	3, 086	54	32, 427

ADDITIONAL PARTICULARS.

Lawrence in 1882-'83, with an increase of 242 in school population, shows no addition to its school rooms, now numbering 25, in 10 buildings. Of these, 3 rooms were occupied by the high school, 5 by the grammar, and 17 by the primary schools. The accommodations were insufficient, the average daily attendance being far in excess of the seating capacity of the rooms. The board decided to add 2 rooms to one of the school buildings, thus giving some relief.

Leavenworth in 1882-'83 increased its school buildings to meet an increase of 554 in school population, affording 2,500 sittings. There was an outlay of \$584 to supply the new buildings with furniture and apparatus, with an advance of \$11,600 in value of school property, it being \$189,600 as against \$178,000 the year before. There was an increase of 191 in enrolment and of 45 in average daily attendance. The 8 schools are classed as primary, grammar, and high, the high and primary having each a course of 4 years and the grammar one of 3.

Topeka in 1882-'83 reported 12 school buildings, with 3,248 sittings, valued, with other property, at \$176,900. There was an increase of 637 in enrolment and of 482 in average daily attendance over the previous year. This, with an increase of 1,329 in school population, called for the employment of from 6 to 10 more teachers (the number given being 50) and a large addition to the school rooms, including 2 new buildings. Schools are classed as primary, grammar, and high, the last having a course of three years.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

In this State no person may teach in the public schools without a diploma or certificate from the State board of education,¹ from a county board of examiners (of whom the county superintendent is the chairman), or from the examining committee of a city board of education. The diploma of the State board is valid in any county, city, town, or school district in the State during the lifetime of the holder, unless revoked by the board. Its certificates are valid in like manner for 3 years or 5 years, according to grade, unless revoked. Those from county boards are good only in the county in which they are issued and for a term of 2 years, 1 year, or 6 months, according to the ascertained qualifications of the holders. Those of city examining committees hold usually during good behavior.

¹ A diploma from the State Normal School has nearly the force of a State diploma; a certificate of graduation from the normal department of the State university, about that of a State certificate.

STATE NORMAL TRAINING.

The *State Normal School*, Emporia, in its report for 1883-'84, shows a faculty of 11 instructors, with an attendance of 534, of whom 283 were in the normal department. There were 35 graduates, of whom 32 engaged in teaching. The full course covers 4 years, 3 of them academic, the other professional. There is also a model school for practice. Candidates for admission must pass a fair examination in the common branches and present satisfactory evidence of good moral character. No one is admitted to the professional year who has not completed the academic work of one of the courses. Children between the ages of 4 and 8 are admitted to the model school and preparatory course, in which the lowest grade is a Kindergarten department.

To graduate, a student must reach an average of 80 per cent. in a final examination and must have taught in the preparatory and model school at least 20 weeks. The diploma granted is by law a life certificate to teach in the schools of the State. There is a library of 1,000 volumes. The appropriation by the State and the income from endowment amounted to \$15,000. In the second year's work there were 26 teachers, of from 2 to 11 years' experience, who had left salaries of from \$50 to \$80 a month to take the advanced English and Latin course.

The *normal department of the University of Kansas*, Lawrence, shows 3 courses, classical, modern literature, and English, each of 3 years. Its certificate of graduation authorizes the holder to teach in the common schools of the State without further examination. In 1884 there were 64 students and 14 graduates from its 3-year course. It received from the State \$1,500.

OTHER NORMAL TRAINING.

The *Kansas Normal College*, Fort Scott, reports for 1883-'84 391 students and 11 teachers. The "teachers' class" numbered 58 men and 51 women.

The *Kansas Normal School and Business Institute*, Paola, prepares for teaching in a 3-year course. The special feature of this school is its training department, in which are enrolled several hundred children in eight grades and a model district school.

The *Campbell Normal University*, Holton, in 1882-'83, had among its 7 courses one of 5 terms, of apparently 10 weeks each, in which it aims to meet the demand for trained teachers. The course shows fair academic studies, including a training class. Diplomas are granted to those who satisfactorily complete the course. Students, 10. Both sexes are admitted on equal terms.

Normal departments appear in 1883-'84 at the *Atchison Institute*, Atchison, and at the *Freedmen's Academy of Kansas*, Dunlap. Total attendance at the former, 306; at the latter, 175, without distinction of normal students in either.

Salina Normal University, Salina, was to open September 2, 1884, and to offer with other courses a teachers' course not yet defined. Women are to be admitted on equal terms with men.

NORMAL INSTITUTES.

Institutes for the instruction of teachers and those desiring to teach are required to be held by the county superintendents in their respective counties for a term not less than 4 weeks, 2 or more counties uniting in sparsely settled portions of the State to hold an institute.

In 1883 there were 74 institutes held, with an enrolment of 6,770, at an expense of \$21,075, of which \$3,700 were from the State and \$17,375 from local funds. In 1884 there were 78 institutes, enrolling 6,956; a gain of 4 in institutes, of 186 in attendance, and a corresponding increase in expenditure.

EDUCATIONAL JOURNALS.

The *Educationist*, published at Emporia by a former State superintendent of public instruction in Indiana, George W. Hoss, continues to be the official organ of public instruction and the chief medium for the diffusion of educational information throughout the State. The *Industrialist*, published weekly at Manhattan, is the organ of the Kansas Agricultural and Mechanical College and is devoted specially to industrial education. The former was in its sixth volume in 1884; the latter in its tenth. To these may, perhaps, be added The *University Register*, organ of the Normal University, Salina, published quarterly and devoted to practical education, the first number of which was issued June, 1884.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

By authority of the board of regents of the State university, any high school adopting a prescribed course of study is "recognized" by the university and applicants for admission to its freshman class from such schools are admitted without examination. The number thus authorized in 1883 was 17. Others are said to be contemplating an early adoption of this plan.

Of the schools thus authorized, the high school in Lawrence had an attendance of 138, that in Leavenworth of 230, and that in Topeka of 125 during 1882-'83.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges and private academies, see Tables IV and VI of the appendix; for summaries of them, corresponding tables in the report of the Commissioner preceding. For preparatory departments of colleges and scientific schools, see Tables IX and X of the appendix.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

In the University of Kansas four departments are organized: (1) science, literature, and art, (2) elementary instruction, (3) law, and (4) normal training. The first department comprises a general scientific, a Latin-scientific, three special scientific, a classical, and a modern literature course. There are also an optional course of 2 years; a music course of 4 years; a graduate course of 3 years; and a preparatory medical course of 1 year, which, by an arrangement with the leading medical schools of the West, is to be counted the first year of a regular 3 year medical course. For other courses, see Scientific and Professional Instruction, below. Faculty in 1883-'84, 17; students, 521, or 61 fewer than in 1882-'83.

For the other collegiate institutions reporting in 1883-'84, see Table IX of the appendix; and for a summary of the same, the report of the Commissioner preceding.

All show preparatory courses, mainly of 2 and 3 years, and classical courses of 4 years. For their scientific courses, see Scientific, below, and for normal courses, see Table III of the appendix. St. Benedict's, St. Mary's, and Washburn Colleges show commercial courses; St. Benedict's and St. Mary's Colleges, Baker and Highland Universities, musical training; St. Benedict's and Lane University, ministerial instruction; while Washburn College offers a ladies' course of 4 years. All but St. Benedict's and St. Mary's admit both sexes.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The College of the Sisters of Bethany, Topeka (Protestant Episcopal), is the only school of this class reporting in 1883-'84. Its schedule of studies embraces a Kindergarten and a primary department, a preparatory course, a collegiate department of 3 years, with courses in instrumental music, vocalization, drawing, painting, elocution, French, and German. It had 24 instructors and assistants in 1883-'84, with 334 students, a gain of 75 over 1881-'82. For other statistics, see Table VIII of appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *University of Kansas*, Lawrence, continued to offer a general scientific, a Latin-scientific, and three special scientific courses in chemistry, natural history, and civil and topographical engineering, each of 4 years and leading to the degree of bachelor of science, in which were 67 students in 1883-'84.

The *State Agricultural College*, Manhattan, had in 1883-'84 an endowment fund of \$474,305. The last legislature appropriated \$20,000 to finish the main college building and it was approaching completion. The college has shared in the general prosperity of the State, the inventory of its property having within the last 2 years grown from \$109,109 to \$145,858 and attendance from 312 to 395. The 4-year general course in agriculture and science, offered to both sexes, involves industrial training, to which each student is required to devote at least one hour a day. Young men may take farming, gardening, fruit growing, carpentry, cabinet making, iron work, printing, or telegraphy; young women, sewing, printing, telegraphy, floriculture, or music.

Special and graduate courses are also provided. Military drill is optional. Each winter a series of 6 farmers' institutes is held in as many counties, in which the faculty meet with the people in discussions on topics looking to the improvement of farming. The degree of bachelor of science is conferred on those who complete the full course of 4 years and sustain all the examinations. Instructors in all the departments in 1883-'84, 21; students, 395, of whom 135 were females; graduates, 17. The library contains over 5,000 volumes.

Of the 7 collegiate institutions, Baker, Highland, Lane, and Ottawa Universities and Washburn College show scientific courses of 4 years each.

PROFESSIONAL.

Theology.—St. Benedict's College in 1883-'84 reports an ecclesiastical department for boys who intend to study for the priesthood, with special instruction adapted to the vocation.

The Kansas Theological School, Topeka (Protestant Episcopal), continued its 3-year course, which by the canons of the church is ordinarily to be prepared for by a collegiate course or its equivalent. There appears to have been in 1882-'83 but 1 candidate and 1 ordination.

Law.—The law department of the University of Kansas aims to furnish a complete course of legal training covering 2 annual terms of 7 months each. The degree of LL. B. is conferred upon such members of the senior class as shall be recommended by the examining committee and faculty and approved by the board of regents.

Medicine.—The preparatory medical course of the University of Kansas, covering 2 terms of 20 weeks each, has been accepted by the leading medical colleges of the West as the first year of a 3-year course, and students passing examination in these classes are admitted to the second year in the colleges on the certificate of the faculty of this institution. For professional students, a full collegiate course is recommended. Students in 1882-'83, 7.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Kansas Institution for the Education of the Deaf and Dumb, Olathe, under the care of the State board of charities, reported for 1882-'83 10 instructors, 2 being semi-mutes, and 190 inmates, 88 of whom were females. Sixteen completed their course of instruction in the year and were honorably discharged.

Since opening in 1861, 369 had been instructed, each one having spent in the institution an average of 5 years. They were taught the common branches, the method of instruction being the manual and articulation combined. The employments for boys were printing, cabinet work, and shoemaking; for girls, needlework. There was a library of 500 volumes. The grounds, buildings, and apparatus, including a farm of 177 acres, were valued at \$60,000. State appropriation, \$24,000; expended, \$22,974.

The enrolment for 1883-'84 was 160, of whom 1 was granted an honorable discharge at her own request, having completed 5 years of study, and 4 received diplomas, having spent their full allotted time in school and passed creditable examinations. Expenditures for the 2 years, about \$55,000; estimated value of property \$96,554.

EDUCATION OF THE BLIND.

The State Institution for the Education of the Blind, Wyandotte, for 1883-'84 reports 19 instructors, 3 blind employes, and 72 inmates, having instructed 186 since opening, in 1867. The boys are employed in broom and brush making and chair caning; the girls, generally in machine and hand sewing, but in some cases they also made brooms and chair seats successfully. In school they are taught the common branches, as well as algebra, rhetoric, civil government, and American literature. Special attention is given to vocal and instrumental music. A library of 500 volumes was increased 50 during the year. Grounds, buildings, and apparatus were valued at \$100,000. State appropriation, \$13,900. Enrolment for 1882-'83, 69, with an average attendance of 65; for 1883-'84, enrolment, 75; average attendance, 71. Expenditure for the 2 years, \$29,683.

REFORMATORY TRAINING.

The State Reform School, Topeka, was opened in June, 1881, and reported June, 1882, an enrolment of 72. The second biennial report from July, 1882, to June, 1884, shows 109 admitted, 9 escaped, 8 returned, and 59 discharged, leaving 100 present. Average number present, 1882-'83, 76; 1883-'84, 95. Their time was divided between farm work and study, giving training for the hands as well as discipline for the mental faculties. In school, they are classed in 3 grades and are said to make fair progress.

INDUSTRIAL TRAINING.

General information on this point is wanting, but from an unofficial source it is learned that a building for an Indian school at Lawrence was in course of construction in 1883-'84, in which, when completed, instruction in practical industries was to be united with literary training.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-fourth annual session of the State Teachers' Association was held at Topeka, December 26-28, 1883. The attendance was 400. On the evening of the 26th the president elect, Prof. F. A. Fitzpatrick, delivered an address on the "Educational lessons of the year," followed on the 27th by a paper on "Theory versus practice in country schools," showing that most of the work in the country schools is without

system and that if teachers have good theories they very often fail in practice. Papers on "The high school question," "The teacher and politics," "The relation of academic and professional work in institutes," and "County uniformity in text books" were followed by an address on "The present status of the profession," which closed the day. The last day of the session was opened by a discussion of "County uniformity in text books," at the close of which a resolution was introduced asking the next legislature to provide for such uniformity, and, as a means to this end, an early adoption of the township system. Chancellor J. A. Lippincott, of the State university, then read a paper on "The public school and its relation to the formation of character," in which high ground was taken in favor of moral training and of christian character instead of mere intellectual culture. He emphasized the fact that learning is no certain pledge of purity, that culture alone does not secure right character. A resolution recommended that the county normal institutes should be graded in a course of study providing for promotion and certificates of graduation on completion of the course, each to be equivalent to a first grade certificate. Another resolution, asking that the county superintendents be required to hold preliminary examinations as a condition precedent to enrolment in the county institutes, was referred to the State board of education.

In connection with papers on "Drawing" and "An education to the useful," specimens of drawing work were presented from the State university, State Agricultural College, State Normal School, Bethany College, and several others, which elicited much interest. Senator Ingalls gave the closing address on "Garfield;" when, the officers for the ensuing year having been elected and the usual resolutions passed, the association adjourned to meet at Topeka, December, 1884.

SUPERINTENDENTS' CONVENTION.

The State convention of county superintendents met at Junction City, June 5, 1883, and after completing a permanent organization, in which the State superintendent was made permanent president, discussed, among other topics, "Township versus the district system" and "Normal institutes." The place for the next meeting was made the same as that of the State Teachers' Association and the time within the same week. Accordingly, on December 28, about thirty superintendents met at Topeka, Supt. J. H. Leo in the chair. Mr. Noble, of Jackson County, opened the discussion on "A graduating system for country schools." He said that he himself had a 4-year course and held monthly examinations to test the progress of pupils. Those present were in favor of the adoption of the plan and requested the State superintendent to prepare such a course. A paper on "School visitation" expressed the opinion that lessons in telegraphy, surveying, astronomy, &c., should be given to awaken an enthusiasm for higher learning.

Adjourned to meet at Emporia, June, 1884.

PRINCIPALS' ASSOCIATION.

On Friday, December 23, 1883, the principals and superintendents of town and city schools held their session in connection with that of the teachers' association. After the annual address from the chairman, Mr. Cutler, of Fort Scott, the subject of "Teachers' meetings" was presented by J. M. Abbot, superintendent of Osage City schools, and that of "The basis of promotion" by B. S. McFarland, of Olathe. Next meeting to be held on the first day of the State Teachers' Association, at Topeka, December, 1884.

CHIEF STATE SCHOOL OFFICER.

Hon. H. C. SPEER, *State superintendent of public instruction, Topeka.*

[Second term, January 10, 1883, to January 9, 1885.]

Then to be succeeded by Hon. J. H. Lawhead.

KENTUCKY.

STATISTICAL SUMMARY.

	1881-'82.	1882-'83.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-20).....	488,815	493,667	4,852	.....
Colored youth of school age <i>a</i>	74,365	87,655	13,290	.....
Whole number of school age.....	563,180	581,322	18,142	.....
White youth in public schools.....	240,585	250,682	10,097	.....
Colored youth in public schools.....	29,976	31,832	1,856	.....
Whole enrolment in public schools...	270,561	282,514	11,953	.....
Per cent. of white school youth enrolled	49.22	50.78	1.56	.....
Per cent. of colored school youth enrolled.	40.30	36.31	.....	3.99
Average attendance of white youth...	155,533	156,742	1,209	.....
Average attendance of colored youth.	19,960	21,930	1,970	.....
Whole average attendance.....	175,493	178,672	3,179	.....
Per cent. of white school youth in average attendance.	31.82	31.75	.....	.07
Per cent. of colored school youth in average attendance.	26.84	25.02	.....	1.82
SCHOOL DISTRICTS AND SCHOOLS.				
School districts for white youth.....	6,330	6,376	46	.....
School districts for colored youth.....	843	854	11	.....
Whole number of school districts.....	7,173	7,230	57	.....
Districts with schools for white youth.	6,270	6,302	32	.....
School-houses for white youth.....	5,749	6,010	261	.....
School-houses for colored youth.....	482	536	54	.....
Average time of schools, in days.....	101	102	1	.....
Private schools of all grades reported..	859	932	73	.....
TEACHERS.				
Men teaching in white schools.....	4,014	3,721	.....	293
Women teaching in the same.....	2,970	3,287	317	.....
FINANCIAL STATEMENT.				
Total expenditure for white public schools.	\$735,076	\$700,790	.....	\$34,286
Valuation of public school property for whites. <i>b</i>	2,161,254	2,140,111	.....	21,143
Average monthly pay of teachers in counties.	22 77	23 33	\$0 56	.....
Average monthly pay of men in cities.	119 00	103 45	.....	15 55
Average monthly pay of women in cities	49 93	39 94	.....	9 99

a For 1881-'82, school age 6-16; for 1882-'83, same as white.

b Includes value of furniture.

(From statistics furnished by Hon. J. Desha Pickett, superintendent of public instruction.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

Through the exertions of the State Superintendent the above statistics have been furnished in time for this report, notwithstanding the obstacles with which he had to contend in collecting them. In 1882-'83 the figures show a large increase of youth of school age, particularly of colored youth whose increase was nearly three-fourths of the whole increase, which was mainly due perhaps to the fact that the school age was changed from 6-16 to 6-20, or the same as that for whites. The decrease in the percentage of the enrolment and of the average attendance of colored youth to those of school age may be attributed to the same cause. Such being the case the only feature that materially detracts from a year of evident advance is the extraordinary decrease in the average pay of teachers, both male and female in cities, which a later report may explain.

ADMINISTRATION.

For the State there is a board of education consisting of the superintendent of public instruction (elected by the qualified voters of the State for 4 years), the secretary of state, the attorney general, and 2 professional teachers elected by them; for counties, a county superintendent elected by the people for 2 years; for districts, boards of 3 trustees elected by the voters of each district for 3 years, with annual change of 1.

The State board prepares rules for the government of the common schools of the State, selects and recommends a course of study, with suitable lists of text books, from which the trustees of districts adopt those to be used in their several districts for 5-year terms.

Indigent orphan children may be supplied with text books gratis. The board has power to organize and keep in existence a State Teachers' Association; also, to cause to be organized and held annually 3 model State institutes of 3 weeks each, to be under the care of the State superintendent and to be taught by an expert model teacher, with such assistants as may be necessary.

The State superintendent must report biennially to the general assembly and may visit annually different portions of the State in the interests of the schools.

No person is eligible to the office of county superintendent save upon a certificate from the judge of the circuit court of the county in which he resides that he has been publicly examined before him and that he is qualified to discharge the duties of county superintendent as required by law.

The county superintendent must visit at least once a year each district school in his county, investigate and direct the operations of the school system, condemn any school-house which is unfit to be occupied for the purpose of a common school, report to the State superintendent the census of children in his county between 6 and 20 years of age and the required school statistics of the county, under a penalty of \$200 to \$500 or imprisonment in the county jail not longer than 6 months in case of knowingly and wilfully making false reports. He must also conduct or superintend the examinations of all offering themselves as teachers of the common schools. He must not give a certificate of qualification to any one whom he has not personally examined or who has not been examined in his presence as provided by law. For any violation of this rule he is liable to a fine of \$20 to \$50. He may suspend or remove teachers or trustees for cause.

No district may include more than 100 children of school age, unless it contains a town or village within its limits, and none may contain less than 40, except in extreme cases, and never less than 20.

Widows with children of school age may vote at elections for district school trustees. These trustees must employ duly qualified teachers, and may, for cause, remove them, subject to approval of the county superintendent. They are to encourage the attendance of all the children in the district, but may forbid attendance from families where infectious or contagious diseases exist. They are to visit schools 5 days after their opening and once a month thereafter, to see that the regulations for their government are complied with, and for cause may suspend or dismiss a pupil.

Schools for colored children must be kept separate from those for whites, in separate districts, and governed by colored district trustees, but under the common supervision of the State and county superintendents.

The school year begins on the 1st day of July and ends on the 30th day of June; the school month is 20 days.

No books, tracts, papers, catechisms, or other publications of a sectarian, infidel, or immoral character may be used or distributed in any common school; nor may any sectarian, infidel, or immoral doctrine be taught therein.

When a pupil in any common school shall have completed the prescribed course of study and passed an examination before the county board of examiners, he is to be entitled to a certificate to that effect, signed by the county board and indorsed by the State superintendent, who must affix to it his official seal.

SCHOOL FINANCES.

The annual resources of the school fund are: (1) the interest at 6 per cent. on a bond of the State for \$1,327,000; (2) dividends on 735 shares of capital stock of the Bank of Kentucky, representing a par value of \$73,500, owned by the State; (3) interest, at 6 per cent., on a bond issued for surplus due counties by the State; (4) an annual State tax of 22 cents on \$100 of taxable property; (5) an annual tax of 50 cents on each \$100 of the capital of the Farmers' Bank of Kentucky, of the Bank of Kentucky, of the Farmers and Drovers' Bank, and of the Bank of Shelbyville; (6) all other moneys and property, taxes, fines, and forfeitures set apart by existing laws for common schools. The sum to be distributed is the net revenue accruing during the year, less expenses incurred by the State board and the incidental expenses of the department of public instruction.

The State superintendent apportions the fund in proportion to the number of children of school age in each county and district, as ascertained by the returns of the county superintendents, the money to be used only in the payment of legally qualified and employed teachers.

If it be the ascertained will of the legal voters of any county to levy a county tax in aid of common schools, such levy is now lawful.

Donations, gifts, grants, or devices designed for the education of colored children in the State must be held by school officers for that purpose and expended as the law directs. No tax may be levied upon the property or poll or any service be required of any white person to aid in building or repairing a school-house for the use of colored children, and the same provision is made to exempt the colored people from aiding the whites.

NEW LEGISLATION.

The new edition of the school laws of 1884 appears in a much improved form and arrangement, showing such changes as were demanded by the advanced condition of the public schools, the most important of which are as follows:

The school month is changed from 22 to 20 days and a section is added providing for graduation in the common schools, as before noted.

Article VII puts in place of county commissioners county superintendents, who, as before noted, must be examined by the county judge. These superintendents, in their turn, are to examine teachers for the county, and in this, as in other duties, take the place of the former county commissioners, the only change being in the mode of compensation.

In Article VII, which provides for "reforming and laying off districts," sections are added defining the area of the new district and the number of children to be included. Half time and third time schools are authorized and the officers are named who may order the proposed change.

Section 8 of Article VIII authorizes an annual poll tax of \$2 for incidental expenses in place of 50 cents in the law of 1882.

To section 7 of Article IX is added a clause providing for the renewal of a 5-year State certificate held by a teacher without another examination.

In section 1 of Article X, providing for an annual teachers' institute, the time for such session is made to be between the 1st of July and the 1st of September, the old law leaving it indefinite. In section 2 the minimum time of the session is made 4 days instead of 6 days, the maximum in the old law. Section 3 is so amended that if there is a surplus arising from the examination fee of \$2 the fee shall be reduced, instead of using it for libraries. Sections 5 and 6, providing for special institute teachers and specifying the subjects to be discussed, are added.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

For cities and towns there are boards of trustees, who appoint city superintendents. Some cities, under special charters, have boards for the examination of teachers.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at tendance.	Number of teachers.	Expendi- ture.
Louisville	123,758	58,996	20,131	14,521	860	\$334,114
Newport	20,433	6,923	2,617	1,953	45	28,854
Paducah	8,036	2,108	979	759	15	8,387

1883-'84.

Louisville	123,758	56,932	21,897	14,731	869	\$285,448
Newport	20,433					
Paducah	8,036					

ADDITIONAL PARTICULARS.

Covington presents for 1882-'83 and 1883-'84 no statistics beyond 65 regular teachers in the latter year (including principals), 10 substitute teachers, and schools graded as primary, grammar, intermediate, and high, with apparently 5 ungraded schools for colored pupils.

Henderson, for 1883, reports 1,211 children of school age, housed in three school

buildings, with 20 rooms (one of them for recitation only) and 1,389 sittings for study; 21 teachers; apparently 1,014 enrolled pupils, 845 of them in average daily attendance; and a school expenditure of \$9,018. Its high school course covers 4 years and the 3 teachers employed had 18 pupils.

Louisville presents no printed report to indicate the details of its school work, but its manual for 1883-'84 shows that it had, at that time, primary, secondary, intermediate, and high schools, the primary including 4 grades, the secondary and intermediate each 2 grades, making 8 below the high schools, one of which, with a 4-year course, was for girls; the other, with a preparatory class and a 4-year course beyond that, was for boys, and included, in the last 2 years, studies fairly collegiate. Returns, however, for 1882-'83 and 1883-'84 give 27 buildings for primary, secondary, and intermediate schools, with 2 for the high schools and 1 for a city normal school. These buildings (valued, with their sites and furniture, at \$882,065 in the former year and at \$892,936 in the latter) contained 336 rooms in the first year and 350 in the other. Evening schools were maintained in from 19 to 30 rooms in these years, showing considerable growth in enrolment from year to year, though the average attendance on evening schools comes far short of that in day schools.

Newport, with a gain of 246 in youth of school age from 1882 to 1883, lost 208 in enrolment and 278 in average daily attendance through an epidemic in the latter year, 623 pupils being withdrawn from the schools during the year.

For 1883-'84 no report has been received.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

REQUIREMENTS FOR TEACHERS' CERTIFICATES.

Persons desiring to teach in the public schools are required to present certificates of qualification from State, county, or city boards of examination. First class certificates are for 4 years and second class for 2 years, and no certificate except first class may be issued to the same person more than twice.

STATE NORMAL TRAINING.

The State makes no provision for the training of teachers other than in institutes which must, under the new school law of 1884, be held annually in each county for the normal instruction, improvement, and better qualification of teachers, and in the 3-year normal course of the Agricultural and Mechanical College, Lexington. Teachers are required to attend such institutes in their respective counties or their certificates will be forfeited.

OTHER NORMAL TRAINING.

Louisville City Normal School is reported by the city superintendent to have had, in 1883, under 1 teacher, 36 pupils, of whom 33 were in average daily attendance; in 1884, again under 1 teacher, 35 pupils, 31 of them, on the average, present daily. The length of the normal course is not given, but the city school manual shows that it includes mental philosophy, theory and methods of teaching, drawing, and the subjects of study prescribed for a grammar certificate, which are spelling and definitions, reading, English grammar, geography, American history, mental arithmetic, written arithmetic, penmanship, physical geography, algebra, natural philosophy, and science and art of teaching, with general fitness for the office of teacher.

Berea College, Berea, has a spring normal institute for instruction in the theory and practice of teaching, and in 1882-'83 some normal training was given in the *Kentucky Normal and Theological Institute*, Louisville.

The *Southern Normal School and Business College*, Bowling Green, offered in 1883-'84 a 48-week course of normal training, with a preparatory course of the same length. In the teachers' course 98 students were reported. This course is said to be the chief feature of the school and shows a teaching force of 9 members; the preparatory course, 7.

Glasgow Normal School, Glasgow, with a teaching force of 11 members, presented preparatory and normal courses of 40 weeks each in 1882-'83, in which were 63 persons preparing for teaching. This school and the preceding one show many points of resemblance, and the teachers are in several instances the same.

Murray Institute, Murray, is reported by the State superintendent to have still the normal training noticed in 1881. He also says that such training is given in the *Frankfort High School*.

South Kentucky College, Hopkinsville, announces a 2-year normal course for the session of 1884-'85.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

These schools exist in the chief cities of the State, but the information respecting them comes irregularly and is rarely complete. In Louisville the whites have one for each sex, the course in each case covering 4 years; also, one for colored pupils (apparently

for both sexes), its course covering 3 years. Henderson shows one with a 4-year course in 1882-'83. Covington, Newport, and Paducah had each 1 in 1882, the first with a 4-year course, the others with one of 3 years. The State superintendent says that there are also high schools at Bowling Green, Frankfort, Hopkinsville, and Maysville.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of the 17 institutions of this class noticed in 1882, 13 make report by catalogue or return or both for 1883-'84, namely: Georgetown College, Georgetown, and Bethel College, Russellville (both Baptist); Eminence College, Eminence; Kentucky University, Lexington, and Kentucky Classical and Business College, North Middletown (all Christian); Berea College, Berea (Congregational); Kentucky Wesleyan College, Millersburg (Methodist); Ogden College, Bowling Green, and Kentucky Military Institute, Farmdale (non-sectarian); Centre College, Danville, and Central University, Richmond (Presbyterian); St. Joseph's College, Bardstown, and St. Mary's College, St. Mary's (Roman Catholic).

Cecilian College, Cecilian (also Roman Catholic), has not reported since 1882, while Murray Institute, Murray (non-sectarian), and Concord College, New Liberty (Baptist), have long failed to report.

Of the 14 that show signs of life, Centre College, Central University, Kentucky University, Georgetown College, and Ogden College indicate especial vitality in full faculties, high standards, and prominence given to real collegiate work; while Cecilian College presents courses indefinite as to time and standard and St. Mary's courses of comparatively low grade.

For statistics of 1883-'84, see Table IX of the appendix; for a summary of them, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of schools of this class reporting, see Table VIII of the appendix; for a summary of such statistics, see a corresponding table in the report of the Commissioner preceding.

Of the colleges for young men or for both sexes, Berea, Eminence, and South Kentucky Colleges admit women to full privileges; Kentucky University admits them to its commercial department. In the list of students of the State College of Kentucky (agricultural and mechanical) there are indications of a considerable attendance of young women, without any apparent limitation as to studies and courses.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State College of Kentucky*, for scientific instruction in agriculture and the mechanic arts, Lexington, continued in 1882-'83 and 1883-'84 its departments and courses in the appropriate studies of such a school, together with commercial and normal training for such as desired these; but in 1883-'84 it more distinctly formulated its main studies into agricultural, scientific, and classical courses, each of 4 years, with preparatory courses of 2 years leading to them. The agricultural course embraces English, German, history and political economy, mathematics, physics, chemistry, zoölogy, geology, botany, astronomy, veterinary science, agriculture, horticulture, and shop work. The scientific has nearly the same elements, adding French to the English and German and substituting mental and moral philosophy for veterinary science, mechanics for shop work, and optional civil engineering for agriculture and horticulture. Students, without distinction of classes or departments, 306 in 1882-'83 and 226 in 1883-'84, under 16 professors and instructors.

Of the 13 colleges before mentioned for young men or for both sexes, all show either scientific courses of 3 or 4 years or such intermingling of scientific instruction with the English and classical as amounts to nearly the same thing; but the statistics of such instruction are rarely given.

The *Kentucky Military Institute*, at Farmdale, showed in 1883-'84 3 students in an engineering course.

The *Polytechnic Society of Kentucky*, Louisville, incorporated in 1878, has for its objects, among other things, the promotion of scientific knowledge through the maintenance of a free reference library, a circulating library, and popular lectures on such topics as the history, topography, geology, paleontology, zoölogy, botany, and mineralogy of Kentucky. These lectures, delivered twice a week in 1882-'83, proved so interesting as to fill a room that would accommodate 500 people, many of the audience coming with note books. The library of over 37,000 volumes was frequented by 11,793 lady visitors and 26,296 gentlemen, the issues of books reaching 32,027. The membership of the society numbered 826 in 1883.

PROFESSIONAL.

Theology, in courses of 3 years, meant to be preceded by a literary training in high school or collegiate studies, was taught in 1882-'83 and 1883-'84 (1) in the Danville Theological Seminary, Danville (Presbyterian), in the former year by 3 professors to 7 students, in the latter by 1 professor to 1 student; (2) in Preston Park Theological Seminary (Roman Catholic), under 3 to 4 directors, to 16 students in each year; (3) in the theological department of the State University (Baptist), formerly the Kentucky Normal and Theological Institute,¹ which, under this second title, reported 8 professors and instructors with 15 students in 1883 and 2 professors with 20 students in 1884, when the new title had been assumed and a considerable change of arrangements made; (4) in the Southern Baptist Theological Seminary, under 5 professors with 124 students in the former year and 114 in the latter. The last 3 of these schools were in Louisville.

Besides these 4, the College of the Bible, Lexington (Christian), has a 4-year course in study of the Bible, sacred history, church history, Christian doctrine, and biblical interpretation, in which course, under 3 professors, were 74 undergraduates in 1883 and 80 in 1884. The studies in this school appear to be wholly in English; in the Southern Baptist they are so for a part of the students.

The Southern Baptist Theological Seminary received in 1883 about \$10,000 from various friends for endowment and in 1884 the receipt of \$20,000 was reported, nearly all of it being from residents of Louisville. This last sum was intended mainly for the purchase of grounds, although a part was to go towards endowment.

Law still continued to be taught under 1 professor, with several supplementary lecturers, in an 8-month annual course, at the Louisville School of Law, the studies in which are meant to cover 2 years, but may be completed in 1 year. A diploma from this school is a license to practise law. Statistics of attendance for 1882-'83 and 1883-'84 are wanting. No other law schools appear.

Medicine, under an "act to prevent empiricism," was expounded and taught in 4 schools, all at Louisville and all "regular," namely: the medical department of the University of Louisville, the Kentucky School of Medicine, the Louisville Medical College, and the Hospital College of Medicine, which last is nominally the medical department of Central University, Richmond. The regular annual course was in the first of 23 weeks' duration; in the second, of 20 weeks; in the 2 others, of 19 weeks. Attendance on at least 2 such courses, with the usual 3 years of study under a medical preceptor and the passage of a final examination in all the branches taught, was required for graduation. All, in 1883-'84, required evidence of literary preparation for medical study, except the Louisville Medical College, which was to require it in the autumn of 1884.

No eclectic or homœopathic medical schools appear to have existed in either of the two years indicated, nor does any dental school present itself.

Pharmacy was taught in both years (1) in the Louisville College of Pharmacy, first opened in 1871; course, 2 years of 40 weeks each year; and (2) in the Louisville School of Pharmacy for Women, opened March, 1883; course, 3 years of 36 weeks each year.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Kentucky Institution for the Education of Deaf-Mutes, Danville, gives free instruction to all persons in the State between 10 and 30 years of age whose hearing is so imperfect as to prevent them from obtaining an education in ordinary schools. The institution in 1882-'83 had an enrolment of 168 pupils, under 8 instructors. The common school branches are taught, with physiology and natural philosophy. In the industrial department boys are taught printing, book binding, carpentry, and gardening; the girls, sewing and general housework.

EDUCATION OF THE BLIND.

The Kentucky Institution for the Education of the Blind, Louisville, is free to State pupils between the ages of 6 and 18 and had 78 pupils in 1882-'83 pursuing common school branches. In addition to the literary course special attention is given to industrial training and music. The employments taught are chair caning, broom and mattress making, sewing, knitting, and mending. A Kindergarten is maintained with great success.

EDUCATION OF THE FEEBLE-MINDED.

The Kentucky Institution for the Education and Training of Feeble-Minded Children, Frankfort, reports the usual good progress of the pupils in their school studies. Those under training in mechanical and other useful employments made satisfactory advance, the progress in shop work deserving and receiving special commendation.

¹ This school received from the trustees of the John F. Slater fund \$1,000 in aid of its work, but it gets no appropriation from the State.

INSTRUCTION OF ORPHANS.

Against 9 institutions of this class reporting for 1882, 11 present some form of report for 1883-'84. In all, instruction was given in the elementary English branches and in such employments as would facilitate self support. All present statistics of attendance, making a total of 902 inmates.

REFORMATORY TRAINING.

The *Louisville House of Refuge* undertakes the reformation, education, and industrial training of its inmates in its 3 departments, 1 for white boys, 1 for white girls, and 1 for colored boys. All were taught the common school branches, with the industries of cane seating, shoemaking, gardening, and farming for boys; for girls, sewing, laundry work, and general housekeeping. During the year 1883-'84 there were 355 youth under instruction and training, of whom 189 were white boys, 63 white girls, and 103 colored boys.

The *Mission Industrial School*, Lexington, and the *House of the Good Shepherd*, Newport, are engaged in a similar work for girls; the former, which is unsectarian, reports 120 inmates in 1883-'84; the latter, under Roman Catholic influence, 76.

EDUCATIONAL CONVENTIONS.

KENTUCKY STATE TEACHERS' ASSOCIATION.

The twentieth annual session of this body was held at Louisville December 26-28, 1883, with Supt. S. A. Chambers, of Henderson, as president, and R. H. Carothers, of Louisville, as secretary. The principal topics of discussion appear to have been "Mistakes in teaching caused by erroneous theories," by Hon. J. M. Brown, of Louisville; "Hygienic instruction in public schools," by Dr. J. N. McCormick, secretary of the State board of health; "Methods of teaching reading," by Mrs. Anna Randall Diehl, of Washington, D. C.; "Moral instruction in public schools," by C. H. Dietrich, of Hopkinsville, and "Public instruction," by Rev. H. A. I. Hobbs, who advocated national aid to public schools. A paper on "Recent advances in electricity," by Dr. H. W. Eaton, of the Louisville High School, also awakened interest. A committee on resolutions reported, asking the State to make liberal appropriations for a normal department at the State Agricultural and Mechanical College, and to provide one or more normal schools; requested the legislature to make instruction in hygiene a part of the course in public schools, and advised the passage of a law requiring candidates for the office of county superintendent to hold certificates from the State board of education.

CONVENTION OF EDUCATIONISTS.

An important educational convention met at Frankfort April 5, 1883. It is said to have been the most influential gathering ever assembled at that place, being composed of representative men, including a liberal attendance of colored people. Judge Bullock, of Louisville, was called to the chair and addressed the convention at some length on the design and working of the public school system, its defects, and means of improving it. He then retired and Judge Beckner took the chair. The first topic taken up was "School supervision; how school commissioners should be chosen: their qualifications, their jurisdiction, and duties." This was discussed at length, developing wide difference of views. On motion of Judge Beckner a committee of 9 was appointed, with power to call conventions, to appoint committees, and to provide for the full organization of the forces in Kentucky that favored education, so as to make them more effective, this committee to be known as the State central committee; also, a committee of one from each congressional district, to be known as the State executive committee, to advise with and assist the other committee in perfecting and conducting said organization, both to be charged with the duty of agitating the question of education until there is in Kentucky what the people need. This was followed by a discussion on changes in school laws, school ages, adjustment of school year to the fiscal year, and abolition of distinctions between white and colored citizens in assessments and levy of taxes or fines for school purposes. In the course of the discussion the question of compulsory education came up, but did not seem to be well received, some approving and some opposing.

The topic of "The maintenance of the system of State aid and local taxation—aid from the General Government," was then taken up, and Mr. Woodson is said to have read an able paper, followed by an address from Mr. Albert S. Willis, which, after the passage of resolutions advocating national aid to education, finished the work of the convention.

CHIEF STATE SCHOOL OFFICER.

Hon. JOSEPH DESHA PICKETT, *superintendent of public instruction, Frankfort.*
[Second term, September, 1883, to September, 1887.]

LOUISIANA.

STATISTICAL SUMMARY. *a*

	1882.	1883.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18)	291,049	291,049	.....	.....
White youth in public schools	29,898	30,675	777	.....
Colored youth in public schools	29,593	25,163	.....	4,430
Whole enrolment in public schools ...	59,491	55,838	.....	3,653
Average daily attendance	40,828	38,615	.....	2,213
Per cent. of enrolment to school youth.	20.44	19.18	.....	1.26
Per cent. of average attendance to whole enrolment.	68.63	69.15	.52	.....
Per cent. of average attendance to school youth.	14.03	13.28	.....	.75
SCHOOLS.				
Public schools reported	1,190	1,414	224	.....
Average time of schools in days	91.74	101.70	9.96	.....
Private schools reported <i>b</i>	172	175	3	.....
TEACHERS.				
White male teachers in public schools.	413	525	112	.....
White female teachers in such schools.	491	503	12	.....
Colored male teachers in public schools	248	313	65	.....
Colored female teachers in the same..	127	116	.....	11
Whole number of teachers employed..	1,279	1,457	178	.....
FINANCIAL STATEMENT.				
Whole expenditure for public schools.	\$179,052	\$236,930	\$57,878	.....
Value of public school property .....	.....	.....	.....	.....
Nominal principal of State school fund <i>c</i>	1,130,867	1,130,867	.....	.....
Amount reported to be available for schools.	300,000	.....	.....	.....
Average monthly pay of teachers.	31 35	.....	.....	.....

a Ten parishes, answering to counties elsewhere, report no statistics whatever for 1883, and those of New Orleans are not included, but may be found under City School System, further on.

b Twenty-seven parishes make no report of private schools.

c The interest on the nominal school fund has been largely diverted to seminaries and colleges.

(From report of Hon. Edwin H. Fay, State superintendent of public education, for the former year of the two above indicated, and from figures furnished by his successor, Hon. Warren Easton, for the latter year.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

Superintendent Fay, reporting for 1882 and 1883, says that he is compelled to present incomplete information, as several of the parish secretaries had failed to report to him and he had no authority to compel them to make reports. Partly from this cause, partly from diversion of school funds by the legislature to collegiate institutions, and partly also, it would seem, from want of any general interest in education, the statistics are not encouraging. Enrolment in public schools had gone down from 68,440 in 1880 to 59,491 in 1882, a decrease of 8,949, while average attendance had declined from 45,626 to 40,828 in the same time, a decrease of 4,798; for, although public schools reported had increased in these three years, the means for the

support of them had fallen from \$480,320 to \$300,000 and the expenditure upon them from \$411,858 to \$179,052, teachers in them decreasing by 746.

It must be understood that these figures are exclusive of those for the parish of Orleans, the city of New Orleans reporting for the calendar year, not for the State school year. Taking in its figures for 1883, we add 53 to the number of public schools, 380 to the teachers employed, 21,641 to the pupils enrolled, 13,794 to the average attendance, and considerably increase the average time of school. But here also, as may be seen under the head of "New Orleans," below, the decline above noticed had been also going forward since 1879.

The statistics furnished by Superintendent Easton for 1883, not including New Orleans, show something of the same downward tendency, but not at so many points, enrolment in the public schools falling off by 3,653: 777 more whites, but 4,430 fewer colored; while average daily attendance was 2,213 less.

The outlook for the future has at least one strong feature of encouragement in the fact that many prominent citizens of New Orleans and other places have formed an association to stimulate interest in education and draw forth from the legislature larger means for the support of schools. The State superintendent will, consequently, not work single handed, as for some years past, but will have a support that, it may be hoped, will enable him to resist successfully attempts to use the school funds for other purposes than the support of public free schools; he will also be helped, in other ways, to make these schools as effective as they should be.

Encouragement is also drawn from the fact that the legislature which met in May, 1884, increased the State appropriation for public schools from 1 to 1½ mills, which, it is supposed, will add about \$100,000 to the school revenue. It also stopped the diversion of the school fund to collegiate purposes, which will much increase the means available for the support of State schools.

ADMINISTRATION.

The State school system is administered by a State board of education, composed of the governor and other chief officers of the State, with two citizens appointed by the governor for 4-year terms. A State superintendent of public education, elected by the people for a like term, is ex officio a member of this board and its executive officer, reporting to it annually. The board has power to make regulations for the government of the free public schools and to select, every 4 years, the text books for use in them. Parishes, answering to counties elsewhere, have, with one exception,¹ each, 5 to 9 directors of public schools, appointed by the State board for 4-year terms, and may each have a superintendent of the parish schools, with an auxiliary visiting trustee (or trustees) for each ward or school district, chosen by the parish board. To any of these school offices women are eligible; but, outside of New Orleans, there is no pay attached to such office in parishes, except for the parish superintendent, who, for the double functions of superintendent and secretary of parish board, may have, at the utmost, \$200 annually, or, as another section of the same act says, \$100. No school of less than 10 pupils may be opened, nor may more than 40 pupils be placed in charge of any one teacher. Denominational schools may not partake of public funds.

SCHOOL FINANCES.

The means for the education of the children of the State between the ages of 6 and 18 come (1) from 4 per cent. interest on a nominal State fund of \$1,130,867, to be paid annually to each parish in proportion to the number of children of school age; (2) from a poll tax of \$1 to \$1.50 on each voter, retained in the parish where it is raised; (3) from a State tax not to exceed 1½ mill on \$1; and (4) from a local levy of 2 mills on \$1, which any parish may order.

PEABODY FUND AID.

The agent of the Peabody fund trustees in 1883 gave \$1,000 to improve the public schools through teachers' institutes; \$100 for the same purpose, by assisting the Louisiana Educational Journal; and \$1,025 for the fuller preparation of 7 selected teachers from the State at the Southern Normal College, Nashville, Tenn.

In 1884 the amounts from the same source were \$1,300 for institutes, \$100 for the Journal, and \$1,245 for Louisiana normal students at Nashville.

For aid from the fund rendered in the latter year, but not to the State, see Superior Instruction, further on.

CITY SCHOOL SYSTEM.

NEW ORLEANS.

Officers.—The public schools of this city are under a board of 20 directors, 8 of whom are appointed by the State board of education and 12 by the board of administrators of the city, with a superintendent appointed by the directors. The board has for many years employed an experienced superintendent for the schools.

¹ The one exception is the parish of Orleans, for which see City School System.

Statistics.—Population of the city by United States census of 1880, 216,090; children of school age, by the same census, 61,456; enrolled in the 53 public schools in the calendar year 1883, under 390 teachers, 21,641; average daily attendance for the year, 13,794; length of school sessions for the year, 134 days; expenditure for public schools in 1883, \$206,386.

These statistics, compared with those of 1882, show a decrease of 3,335 in enrolment, of 1,430 in average daily attendance, of 12 in teachers, of 53 days in length of school term, and of \$72,930 in the expenditure of the city for its schools. Since 1879 there had been a total decline of 6,515 in enrolment, largely from lack of sufficient appropriations for the maintenance of the school system. In consequence of this lack, there was a recess of 5 months, instead of the usual 24 months, in 1883, and even then at the close of the year's session in December a deficiency of about \$13,000 existed, which, in May, 1884, was still due the teachers and other employes.

Statistics for 1884 relate, as do the former, to the whole calendar year, and therefore extend beyond the date of this report. They show, on the whole, very nearly the same general condition of school affairs in the city as that above noted, the increase of appropriation for all school purposes being only \$23,614 beyond that of the previous year, with an entire dependence on the McDonogh fund for school sites and school buildings, about \$80,000 coming from this source for 3 buildings.

Additional particulars.—The decrease in attendance of colored pupils is said to be partly due to the number of private and parochial schools established by the colored people in their own churches or by the aid of northern societies and partly to the fact that 1 or 2 of the 4 universities in the city for the education of the colored people draw largely from the primary and grammar departments of the public schools.

As for the cause of the general decline, especially during the last 2 years, the superintendent says that, "while the demand for popular education has increased, the school opportunities have been more and more diminished. The policy has been one of depression, when expansion was required. Schools have been closed when they should have been opened. Revenues have been reduced when the necessity was greatest for their increase. Our city appropriations have been less than in any former period of the schools, and aid has been reduced to its minimum."

As respects school-houses, the city has been liberally aided from the McDonogh fund. Rented school rooms, heretofore a necessity, have been for some years giving way to fine school buildings erected by means of this fund. Of the 42 school-houses owned by the city, 17 are McDonogh buildings, and 6 more were in course of erection.

The New Orleans Teachers' Association, organized during the year for mutual improvement and efficiency in school work, is said to have been satisfactory in the increase of membership and results in the public schools.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR TEACHERS' CERTIFICATES.

No person may be employed to teach in the public schools of this State without a certificate from the special committee of the parish board to examine teachers, showing scholastic qualifications and moral fitness for the teacher's vocation.

STATE NORMAL TRAINING.

From 1861 to 1884 Louisiana has had no normal school under State auspices to train teachers for effective work. Two in the city of New Orleans have been maintained through allowances from the Peabody trustees, and several benevolent associations have aided colored people in fairly preparing themselves for good teaching; but aid from the State has been long sought, and almost in vain. The first efficient step toward such aid was taken at the legislative session of 1884, when an appropriation of \$6,000 was made for the establishment of a State normal school in the city or town that should offer the greatest inducements in the way of money and buildings. Natchitoches is understood to have bid highest for it, offering a large property formerly occupied by a Convent of the Sacred Heart, with about 30 acres of ground, and thus has apparently secured the school. Mr. Edward E. Sheib, of the Maryland State Normal School, is said to have been made president.

OTHER NORMAL TRAINING.

The *Peabody Normal Seminary*,² New Orleans, for white teachers, in 1883-'84 had a 2½-year course of 42 weeks each, 2 resident instructors, and 12 female normal students; a class of 3 graduated and engaged in teaching. It has a library of 800 volumes (390 being pedagogical), a school of practice, and an annual fee of \$40.50 for tuition. Since its organization in 1870 the school has graduated 250, many of whom are employed in the city schools.

¹ That is, in proportion to population to be provided for.

² Both the Peabody schools, having lost their previous allowance from the Peabody fund because the State rendered no aid, were sustained in 1883 and 1884 by the efforts of their teachers and the moderate fee above mentioned from each pupil.

The *Peabody Normal School*,¹ New Orleans, for colored teachers, shows in 1883-'84 a 3-year course of 40 weeks each, 1 resident instructor, 10 female normal students, a graduating class of 8, a library of 41 volumes (20 being pedagogical), the discontinuance of its model school since 1881, and an annual charge of \$20 for tuition. During the 6 years of its existence this school has furnished 50 teachers for colored schools in the State.

Straight University, New Orleans, for colored, continued in 1882-'83 and in 1883-'84 its 4-year normal course, the 2 first years being elementary, the other 2 for higher studies. Regular teachers' classes are formed, where students from the normal department obtain practical experience in the primary grades, under trained teachers. Students in 1882-'83, 73; in 1883-'84, 29.

Leland University, New Orleans (Baptist), and *New Orleans University* (Methodist Episcopal), had in 1882-'83 normal courses; that of the former, 3 years; of the latter, indefinite. The former reported 39 normal students; the latter, 25.

The normal department of *Southern University*, New Orleans, simply aims to supplement ordinary scholarship with lectures on the principles of teaching and discipline and with instruction in practical class work and government; no students appear to be enrolled in it as yet.

TEACHERS' INSTITUTES.

Through \$1,300 aid from the Peabody fund in 1883 State Superintendent Fay employed Dr. A. R. Hone, of Allentown, Pa., a celebrated conductor of teachers' institutes, and with him, travelling through many parishes, held 74 sessions of such institutes, arousing, it is said, an enthusiasm on the subject of education such as was never before seen in the State. In every parish visited the teachers agreed to organize parish teachers' associations, giving in their names as evidence of their intention. This good work was continued for 6 weeks.

EDUCATIONAL JOURNAL.

The Louisiana Journal of Education, in its fifth and sixth volumes in 1883 and 1884, continued to be the principal medium of educational suggestion and information for the State, and gave much matter of general usefulness. The editors were Robert M. Lusher, former State superintendent, and Superintendent W. O. Rogers, of New Orleans, and they did excellent service.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The only high schools reported in the State as connected with city systems are the 2 in New Orleans, 1 for boys, the other for girls, each having a 3-year course with a fair English curriculum, including French. The former, with a total roll of 80, an average one of 74, and an average attendance of 64, under 4 teachers, had been removed to one of the grammar school buildings, with better surroundings, but inferior accommodations. The latter had a total roll of 180, an average one of 148, and an average daily attendance of 138, under 5 regular teachers, with a special teacher in music paid by the pupils. For the last 3 years classes have been admitted to it upon an increased standard of qualifications. This school was suffering from want of a better building, which the board had no means of providing, and the only hope for both schools was from the next distribution of the McDonough fund.

The superintendent says that no part of the public school system has felt the pressure of economy more seriously than the high schools, which for many years have done important service in the education of the youth of the city.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools preparing students especially for colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Louisiana State University and Agricultural and Mechanical College*, Baton Rouge, non-sectarian, continued in 1882-'83 and 1883-'84 its classical and scientific courses of 4 years each, with agricultural and mechanical courses of 2 years each. The classical course shows a fair collegiate standard, while in the scientific course German is sub-

¹ Both the Peabody schools, having lost their previous allowance from the Peabody fund because the State rendered no aid, were sustained in 1883 and 1884 by the efforts of their teachers and the moderate fee above mentioned from each pupil.

stituted for Greek and a larger proportion of mathematics for less of Latin, botany and zoölogy being included. These courses are believed to offer a collegiate education adapted to the needs of the young men of Louisiana, as they lead to the degree of bachelor of arts and bachelor of science, while briefer courses lead to those of graduate in agriculture and graduate in science, for which, see Scientific and Professional Instruction, below. There was a library of 17,000 volumes; income from productive funds, \$14,000; State appropriation, \$10,000.

The *University of Louisiana*, New Orleans (non-sectarian), continued in 1882-'83 and 1883-'84 its academic, medical, and law departments. Though it has a recommended course of study in the first of these, the instruction is given in schools of Latin, Greek, English, French, German, Spanish, mathematics, physics and astronomy, and chemistry. The parent or guardian, with advice from the faculty, chooses the branches to be pursued by a student, his cast of mind and proposed future vocation having due weight in the selection. In any course chosen 2 to 4 schools must be taken, and the student is advised to study with a view to the attainment of the degree of A. B., LIT. B., or B. S., each of which requires 4 years of specified studies. There is a high school to prepare students for the academical department. Every boy is required to study at least English, mathematics, and any 2 of the following languages: Latin, Greek, French, German, Spanish. A commercial course is open to students of the academic department. In the session of 1882-'83 Mr. Paul Tulane gave the university, for the perpetual use of this department, a large and substantial building adjacent to the other university buildings, to be known as Tulane Hall. A library of about 7,000 volumes was increased by 500 during 1883-'84.

The *Southern University*, New Orleans (non-sectarian), organized in 1883 for the education of colored people and supported by the State, reports for 1883-'84 a total of 419 students, all in elementary or preparatory classes.

In addition to the above State colleges, the following report for 1882-'83 in some form: Centenary College, Jackson (Methodist Episcopal South); Immaculate Conception, New Orleans (Roman Catholic); Jefferson College, St. Mary's (Roman Catholic); Leland University, New Orleans (Baptist); New Orleans University (Methodist); Straight University, New Orleans (Congregational).

To *Tulane University*, Mr. Paul Tulane, of Princeton, N. J., formerly of New Orleans, donated in 1882 property in New Orleans taxed as worth \$300,000 and having a much higher monetary value. The gift was made for the promotion and encouragement of intellectual, moral, and industrial education of white youth in New Orleans and for the advancement of learning and letters, arts, and sciences. This fund was committed to a board of administrators, with Hon. William Preston Johnson as executive officer. In his report of June 4, 1883, to the board, he says that nothing less than a university on a very broad foundation was included in the scope of Mr. Tulane's plan and that the resolution of the board to establish such an institution met with his unqualified approval. It is proposed that when fully in operation the university assume and maintain the primacy and leadership of public school education in the State. The announcement of its full equipment and opening will be awaited with interest.

For full statistics of these colleges, see Table IX of the appendix, and a summary of the same in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

New Orleans, Leland, and Straight Universities, 3 Protestant institutions at New Orleans, continue to give equal privileges to young women. For information relative to schools exclusively for such, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The scientific course proper of the *State university* covers 4 years; the agricultural and mechanical courses, each 2 years. These latter, consequently, embrace only about half the amount of study required for a degree in the full university courses. The agricultural course is intended especially for those who expect to devote themselves to the industrial arts or agriculture, with special reference to cultivation and handling of cotton, sugar, and rice. In the place of laboratories, the cotton fields, sugar houses, oil mills, gins, &c., are open to the students under competent direction and instruction. In the mechanical course instruction is carried through analytical and descriptive geometry, with a short course of engineering. Full courses in drawing are given, from elementary free hand to architectural and mechanical, and a workshop on the grounds is supplied with the necessary benches, tools, and other apparatus for exercises in the practical arts to which such training naturally leads, such as wood working, pattern making, and manipulation of iron or other metals.

The *University of Louisiana*, New Orleans, kept up its schools of physics and chemistry, as well as the school of astronomy. Courses in this last, 1 year; in each of the others, 2 years. - The chemistry of sugar making received especial attention.

Centenary College, Jackson, in 1882-'83, continued its 4-year scientific course, and the *College of the Immaculate Conception*, New Orleans, gave evidence in the same year of very fair attention to natural philosophy and physics.

For statistics, see Table X of appendix and a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

Theology.—Leland, New Orleans, and Straight Universities (Baptist, Methodist Episcopal, and Congregational), all in New Orleans and all for the colored race, continue their instruction in exegetical, historical, systematic, and practical theology, the courses in them being meant to cover 3 years beyond an academic or collegiate training, but often necessarily modified to meet the needs of special cases. Leland, for instance, combines with its regular theological course a special and briefer one for pastors already in the field. Straight does essentially the same, and so probably does New Orleans.

In the Roman Catholic archdiocese of New Orleans appears in 1882-'83 a theological seminary, with 1 professor and 2 students.

Law.—The law departments of Straight University (for colored students) and the University of Louisiana (for whites), both at New Orleans, have each 2-year courses in legal studies, but the annual term in the former reaches only from November to March; that of the latter, from November to May. Law faculty at Straight, 5; at the University of Louisiana, 4. Students at the former in 1882-'83, 20; in 1883-'84, 49, 6 graduating; at the latter, 1882-'83, 21; 1883-'84, 20.

Medicine.—A law of the State requires that before any person be allowed to practise medicine or surgery he must make affidavit, before a legally qualified officer in the parish where he resides, that he has received the degree of M. D. from a regularly incorporated medical institution of respectable standing in America or Europe, this standing to be evidenced by the indorsement of the State board of health and signed by the secretary. Holders of diplomas from schools known to have conferred degrees after only one course of lectures must certify in their affidavit that they have attended not less than 2 full courses and passed a final examination.

The medical department of the University of Louisiana shows, for 1883-'84, a faculty of 8 professors; a 3-year graded course recommended, but not required; for graduation, 3 years of study, 2 complete courses of lectures of 19 weeks each, 2 of dissection, a thesis, and the passage of a satisfactory examination.

The medical departments of New Orleans and Straight Universities, both for colored students and open to males and females, have offered medical instruction, but, in the opinion of the Illinois State board of health, have not given such courses as to qualify men or women to practise medicine, and their diplomas, if given, could not be recognized. The offer of medical instruction, probably on this account, does not appear in the catalogues of these institutions in 1882-'83 or 1883-'84.

For statistics of the above professional schools, reference is made to Tables XI, XII, and XIII of the appendix, and summaries of these in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The biennial report of the *Louisiana Institution for the Deaf and Dumb*, Baton Rouge, for 1882-'83 and 1883-'84 shows 56 different inmates during the 2 years and 40 for the last session. The school, with 4 graded classes, under 2 teachers and 2 monitors, had done well. The articulation method, though not yet introduced, it was hoped, would be reached soon. In the direction of industries there was a beginning: 5 boys were learning to print and 3 were practising the use of carpenters' tools. The girls are taught sewing and fancy work and the duties incident to housekeeping. Every department is said to be suffering from want of means to enlarge and repair the building, to furnish workshops and tools and a suitable library.

The biennial report of the *Louisiana Institution for the Blind*, Baton Rouge, for the 2 years 1882 and 1883, gives 4 instructors and 31 persons, including pupils and inmates of the Industrial Home, a department of the institution provided for the training of adult blind. Of the 470 white blind in the State at least 50 under 30 years of age should be provided for, but the report says that there are not proper accommodations for those in attendance, school, shop, and family work having been done under great disadvantages. Of those who have gone out during the last 5 years, several are maintaining themselves and others are helpful at their homes. A full quota of books from the American House at Louisville had been received. No provision is made for the 326 colored blind in the State.

EDUCATION OF ORPHAN AND DEPENDENT CHILDREN.

Statistics of the 8 or more institutions for these classes of children, which usually combine moral, industrial, and literary training as a preparation for life work, may be found in Table XXII of the appendix to this report.

EDUCATIONAL CONVENTIONS AND ASSOCIATIONS.

LOUISIANA EDUCATIONAL SOCIETY.

This organization, formed to promote public education in Louisiana, was incorporated in March, 1884, and in the succeeding session of the legislature, May to July of that year, used its influence with that body so efficiently as to secure the passage of a bill appropriating \$6,000 for the establishment of a State normal school in the town or city that should offer the highest inducements in money and buildings. It is believed to have also effected at the same session an increase of the State tax levy for its schools from 1 mill to 1½ mills, and at the last accounts, which reach beyond the date for the close of this report, was engaged in other work looking to the formation of auxiliary associations throughout the State for the promotion of its great general aim.

STATE TEACHERS' ASSOCIATION.

In the summer of 1884, at Minden, a meeting of teachers from various parts of the State, on the first annual session of the Louisiana Educational Society, unanimously resolved to proceed to the organization of a State Teachers' Association, to be composed of members engaged in teaching or directly connected with education in the State. Mr. William O. Rogers, long superintendent of city schools in New Orleans, was elected permanent president; an executive committee, with State Superintendent Easton at its head, was chosen; and resolutions were passed calling for a meeting at New Orleans at such time as the executive committee should designate, and requesting all teachers of the State to put themselves in correspondence with the secretary, Mr. J. E. Seaman, of the New Orleans High School for Boys.

CHIEF STATE SCHOOL OFFICER.

Hon. WARREN EASTON, *State superintendent of public education, New Orleans.*

[Term, January, 1884, to January, 1888.]

Mr. Easton succeeds Hon. Edwin H. Fay, whose term was from January, 1880, to January, 1884.

MAINE.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-21).....	213,294	212,390	-----	904
Enrolled in public schools.....	146,513	145,438	-----	1,075
Average daily attendance.....	97,900	98,455	555	-----
Per cent. of enrolment to enumeration.....	68.69	68.48	-----	.21
Per cent. of attendance to enrolment.....	66.82	67.69	.87	-----
Per cent of attendance to school population.....	45.89	46.35	.46	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Towns not divided into districts.....	49	54	5	-----
School districts in other towns.....	3,969	3,865	-----	104
Parts of districts reported.....	321	329	8	-----
Public school-houses.....	4,292	4,312	20	-----
School-houses in good condition.....	3,022	3,046	24	-----
School-houses built during the year.....	71	73	2	-----
Average time of schools, in days.....	116	114	-----	2
TEACHERS.				
Male teachers in free schools.....	2,125	2,068	-----	57
Female teachers in free schools.....	7,499	7,590	91	-----
Whole number of teachers employed.....	9,624	9,658	34	-----
Number of experienced teachers.....	6,402	6,374	-----	28
Number graduates of normal schools.....	601	587	-----	14
FINANCIAL STATEMENT.				
Whole expenditure for public schools.....	\$1,118,161	\$1,157,534	\$39,373	-----
Cost of school-houses built during the year.....	75,664	82,873	7,209	-----
Value of all public school property.....	2,970,956	3,045,822	74,866	-----
Average monthly pay of male teachers.....	31 87	32 59	72	-----
Average pay of female teachers.....	15 36	16 28	92	-----

(From report of Hon. N. A. Luce, State superintendent of common schools, for 1882-'83, and also returns from the same for both years.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

For the second time in 14 years there appears in the report for 1882-'83 an increase in the number of children of school age, instead of a decrease. Superintendent Luce hoped that the tide which had so long flowed downward was on the turn. But 1883-'84 again shows a decline, with a corresponding decline in the enrolment in public schools. Still the average attendance was fair in 1882-'83 and better in 1883-'84.

There was also encouragement in the increase of expenditure for schools, school-houses and appliances, and supervision. For such purposes there was paid in 1882-'83 \$26,327 more than in the previous year, 1883-'84 going still further and showing a total expenditure of \$39,373 beyond that of 1882-'83. In the higher class of towns, where a township system has been adopted, an improved educational condition has resulted from the increased expenditure. But the superintendent says that in others, where the "wasteful, inefficient, and inequitable district system" still prevails, "too

large a portion of it is wickedly wasted, and is barren of returns." Hence "schools in which are registered nearly two-thirds of all attending in the State are open less than 5 months in the year, and probably those in which a third of all are to get their education are open less than 4 months." And this period of school terms seems to be steadily falling, the average time in 1880 being 120 days; in 1881, 118; in 1882, 117; in 1883, 116, and in 1884, 114. The highest of these figures is below the average of the better class of States, and the fact that Maine is thus steadily descending in the scale of school terms suggests the inquiry whether the district system, which is largely responsible for it, cannot be overthrown, as it has been in other States, and the more effective township system be adopted in its place, as has been often recommended in reports from this State.

ADMINISTRATION.

For general control of the system there is a State superintendent of common schools, appointed triennially by the governor and council; for each town (i. e., township), a superintending school committee of 3 members, chosen by the town at its first annual meeting, with subsequent yearly change of 1; or else a supervisor of schools, chosen in the same way, apparently each year. Women are eligible to these offices. For each school district in a town that has been divided into districts there is a school agent, chosen either by the town or by the district at its annual meeting, to look after the schools. He also acts as district census taker. City school officers may be found under the head of City School Systems, further on.

Every city, town, and plantation may raise money to provide school books for the pupils in its public schools free of charge for use or furnish them at cost to pupils. Annual provision for free instruction in industrial drawing may be made, too, in towns and cities for persons over 15 years of age, in either day or evening schools. Compulsory attendance on some school for at least 12 weeks in each year is a part of the school law requirements, unless pupils are excused from such attendance by the proper school officers.

Besides the ordinary schools, provision is made for high schools, aided by the State, in towns that have raised and expended the annual 80 cents for each inhabitant, for which, see Secondary Instruction, further on. Graded schools are also provided for, as well as normal schools, a school for the deaf, and reformatory schools.

SCHOOL FINANCES.

The public schools are sustained from the interest of a permanent State school fund, from a tax on banks, from a 1-mill tax on each \$1 of taxable property, and from a local tax of not less than 80 cents on each inhabitant. The proceeds of the first three mentioned are distributed among the several towns according to the number of children in each between 4 and 21 years of age. The last mentioned is retained in the towns where it is raised and goes towards the support of the public schools therein. Failure to raise this involves forfeiture of from twice to four times the amount of deficiency, and also a forfeiture of the town's share of the State school fund for the year.

There may also be, as has been stated, local taxes to purchase books for the public schools, such books to be either sold to the scholars at cost or loaned without charge except for abuse or injury.

NEW LEGISLATION.

The only change of school law indicated in 1883 was one making the time for reporting the statistics of free high schools June 1, instead of December 1, as in the case of the common schools.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

The cities of Auburn, Lewiston, and Portland have each a school superintendent, apparently elected by the school committee of each city. Each town has a school supervisor or a superintending school committee and a school agent, as noted before under State School System. The school committee ordinarily examines and employs teachers; directs the general course of instruction; selects a uniform system of text books; visits the schools, inquiring into their discipline and the proficiency of scholars; expels the disorderly after proper examination, and excludes any not vaccinated, when deemed expedient. The school agent provides fuel for the schools, makes repairs on school buildings, and reports to the assessors and school committee the children of school age in his town or district.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Auburn	9,555	3,019	1,500	1,196	55	\$16,042
Augusta	8,665	2,161	1,239	889	36	19,197
Bangor	16,856	5,347	33,003	2,320	82	55,101
Bath	7,874	3,507	2,359	1,419	38	18,411
Biddeford	12,651	4,062	1,929	1,132	47	23,405
Lewiston	19,083	6,561	2,736	1,706	57	30,437
Portland	33,810	11,734	6,787	4,335	139	91,244
Rockland	7,599	1,991	1,488	1,116	31	11,366

1883-'84.

Auburn	9,555	3,061	1,586	1,379	54	\$14,406
Augusta	8,665	2,220	1,375	949	47	22,336
Bangor	16,856	5,430	2,993	2,354	85	39,161
Bath	7,874	2,882	2,198	1,444	39	18,796
Biddeford	12,651	4,321	1,500	1,185	46	25,079
Lewiston	19,083	6,672	2,789	1,795	61	30,269
Portland	33,810	11,734	6,967	4,516	143	95,934
Rockland	7,599	2,227	1,302	1,061	32	12,385

a Figures of city report.

b Figures of both the State and city reports for 1883.

ADDITIONAL PARTICULARS.

Auburn began the year 1882-'83 under a new charter, providing that only one-half of the school board shall be elected or retained in any one year, and also with the appointment of a superintendent of schools. The schools numbered 19 rural, 11 primary, 5 grammar, and 1 high, in 32 school buildings. The superintendent improved the grading of the schools. The primary schools, under teachers well trained to their work, had come to be regarded as "foundation schools," the grammar schools maintained their previous good standing, while the high school is reported as one of the best of its kind in the State. The school board, believing discrimination against primary teachers to be unjust, endeavored to make the pay of each accord with the quality of the work done. The returns show only 50 per cent. of the school population enrolled for the year.

In 1883-'84 public school enrolment somewhat improved and average attendance was considerably better, though less was spent for school purposes.

Augusta shows in 1883 an advance of 101 in school youth over 1882, and in 1884 one of 59, enrolment, average attendance, and teachers in public schools also all advancing for both years, with an expenditure for school purposes considerably higher. The value of public school property, however, was rated in 1883 \$17,000 less than in 1882, though the school-houses numbered 3 more.

Bangor for 1883-'84 reports 35 school buildings, with 74 rooms and 3,626 sittings. Entire school property, \$150,000. Of 86 teachers employed, 83 were women. School year, 216 days. No private or parochial schools were reported. The public schools enrolled only 56 per cent. of the school population. They are suburban, primary, intermediate, grammar, and high, the last two having each a course of four years. The condition of the schools is said to be most gratifying. The school buildings received needed repairs, with improvements in ventilation and relief from overcrowding. Salaries of intermediate, primary, and suburban teachers were increased 50 cents a week. With a slight decrease in enrolment there was an increase of 3 in teachers and of \$4,060 in expenditures as compared with 1882-'83.

Bath in 1883-'84 had 15 school buildings, valued, with other property, at \$97,000. The public schools are primary, grammar, and high, each having a course of four years, and two suburban schools, with no specified course. Of the 36 teachers 32 were women. The statistics, compared with 1882-'83, show a falling off in children of school age and in enrolment and a slight increase in expenditure. School year, 207 days. Fifty were enrolled in private and parochial schools. Heretofore written examinations have been required for advancement from the grammar to the high school, but all that is now demanded is work the teacher deems satisfactory. In the primary schools progress was made toward the modern methods of teaching. Cards are sent by the teachers to the parents of pupils who are habitually idle or disorderly and in danger of being disciplined or dropped. A regular course of manual training in the industrial arts is urged as affording the best exercise in physical culture.

Biddeford shows a decline of 148 in school population in 1883, but a recovery in 1884, with considerable fluctuations in other items, as is not uncommon in manufacturing towns. Its school property, rated at \$95,000 in 1882, is given as only \$61,500 in 1884. The schools reported in 1884 are 12 rural, 20 city primary, 5 intermediate, 2 grammar, and 1 high. Besides these, an evening school was maintained 4 nights a week, from November 19 to March 14, with 3 regular teachers and 4 occasional assistants, all of whom generously worked without pay. The city schools were housed in 10 buildings, with from 1 to 7 rooms each and with 1,488 seats. The rural schools, 11 in number, had each only 1 room. Including 125 in the evening school the total registration was 1,590, as stated in the preceding table, in addition to which a Roman Catholic parochial school had 450 from 7 to 12 years of age. But even this left 2,281 children of school age not in school.

Leviston in 1882-'83 had 29 school-houses of all grades, valued, with other school property, at \$179,500. The schools are rural, primary, intermediate, grammar, and high. The average daily attendance was up to that of the previous year, while there was an increase of 198 in enrolment and of \$2,225 in expenditure. One special teacher in music was employed. Special schools for factory children are recommended, the irregularity of their attendance rendering it impossible for them to maintain a standing in the graded schools. Ungraded schools have not been kept up since 1880, nor evening schools since 1882. School-houses are reported excellent in condition, and it was recommended that their grounds be ornamented with shade trees. During the year the superintendent made 496 visits to the different schools; the school board, 181; parents and other citizens, 1,749.

In 1883-'84 there was some advance on the preceding year in school youth, enrolment, and average attendance in public schools, as well as in teachers employed, but the expenditure for schools was less than in 1882.

Portland in 1883-'84 had 15 school buildings (1 less than in 1882) for its 23 public schools, consisting of 1 high, 7 grammar, 13 primary, 1 ungraded, and 1 for deaf pupils, the last 3 having a course of 6 years; the others, of 4 years each. While in school population, number of school-houses, and schools there was no change from 1882-'83, there was an increase of 230 in enrolment, of 4 in teachers, of \$4,690 in expenditures, and of 171 in average daily attendance. Of the 145 teachers employed, 12 were in the high school, 36 in the grammar, 95 in the primary and ungraded schools and that for the deaf, with 2 special teachers for penmanship, drawing, and music. More than half the teachers have had special training for their work, while the others have earned an equal standing by long experience. Most of them are residents of the city, thus securing a good degree of permanency. The condition of the school-houses is reported as becoming annually more satisfactory, important additions and repairs having been made during the year. Good progress is said to have been made in all branches of school work. Adding 1,300 enrolled in private and parochial schools, 70 per cent. of the enumeration were in school.

Rockland, in 1883-'84, had, as in 1882-'83, 11 buildings, valued, with other school property, at \$41,100, and 25 schools: 1 high, 3 grammar, 8 intermediate, 12 primary, and 1 mixed. There was an increase of 236 in enumeration and one of \$1,019 in expenditure, with a decrease of 186 in enrolment. To meet the increase in school population one new building was called for and one or more besides to take the place of poor ones in the northern part of the city. The high school room had been furnished with new desks, seats, and blackboards, and important repairs were made on one other school-house during the year.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR TEACHERS' CERTIFICATES.

These are satisfactory evidence of good moral character, a suitable temper and capacity for government, and the passage of an examination in the common school branches, including book-keeping and physiology.

No one may teach a district school without a certificate from the superintending school committee of the town indicating compliance with these requirements, and no certificate is valid for more than one year without the approval of this committee annually indorsed thereon.

STATE NORMAL TRAINING.

The State appropriates annually \$19,000 towards the support of normal schools at Castine, Farmington, Gorham, and the Training School for the Madawaska Territory, in 1883 adding \$2,500 for repairs. For 1883-'84 the 3 normal schools had an attendance of 418, graduating 86, 83 of whom engaged in teaching.

The *Madawaska Training School* held 2 sessions of 20 weeks each, one at Fort Kent, the other at Grand Isle, with a total attendance of 126, of whom 88 were normal students. Teachers are here trained for the schools in the French towns, and, under the care of Vetal Cyr, B. S., this school is said to be in a high degree effective, having

graduated 28 teachers since its organization in 1878, including the class of 12 sent out in March, 1884.

The normal department of *Maine Central Institute*, at Pittsfield, reported, for 1882-'83, an attendance of 25 pupils, and for 1883-'84, 85. Seven pupils were graduated in June, 1884.

The *Normal Training and Practice Class*, Portland, continued in 1883-'84 to train candidates for the profession of teaching, especially for the primary schools, thus furnishing, as needed, teachers for the city schools. During the year 10 young ladies attended, 7 of whom graduated and began to teach.

TEACHERS' INSTITUTES.

In 1882-'83 there was 1 of these in every county in the State, except Sagadahoc, while in Oxford and in Washington there were 2, all enrolling an aggregate membership of about 2,000. During 1882 and 1883 there were held 47 meetings, of 2 days each, at 47 different places, showing, it is said, a constant gain in work and interest.

SECONDARY INSTRUCTION.

FREE HIGH SCHOOLS.

The original law for this class of schools, enacted in 1873, required the final annual reports from them to be presented on or before December 1. This took them out of correspondence with the other schools, whose final reports were to be presented June 1. It also caused some months of delay in the publication of the general school statistics, as those of the high schools had to be waited for long after those of the common schools were in. To remedy this an act of January, 1883, so changed the rule as to require the annual returns of free high schools to be made June 1, like the others. This made the report of them for 1882-'83 present the statistics of only half a year, and that half the one in which the smallest number are usually in session. Even thus, however, there were shown 87 towns having such schools, with an enrolment of 5,908 pupils, an average attendance of 4,850, and an average session of 16.26 weeks.

Fuller returns for the year 1882-'83 give a total of 109 towns with free high schools, held for 236 terms, with an enrolment of 10,374 pupils and an average attendance of 6,703, of whom from 1,288 to 4,362 were in ordinary studies, 2,337 in ancient languages, 853 in modern languages, 3,070 in natural sciences, 3,229 in higher mathematics, 1,334 in book-keeping; expense for these schools in the year, \$88,372.

In 1883-'84 there were 123 towns with free high schools, held for 285 terms, with 9,757 pupils and an average attendance of 7,733, from 1,783 to 6,042 of them in ordinary studies, 2,212 in ancient languages, 637 in modern languages, 3,226 in natural sciences, 3,432 in higher mathematics, 1,621 in book-keeping; expense for this instruction in the year, \$99,373.

These high schools, besides training a higher class of pupils for a wider range of work, repay the State for its share of their support by preparing teachers for the schools of all classes below collegiate. Of the 10,374 pupils registered in high schools for 1882-'83 there were 571 who either taught in the intervals of study or were intending to teach when they should be prepared for doing so; and, of the 9,757 registered in 1883-'84, 782 either taught in that year or were expecting to teach.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools preparing students for college, see Tables IV, VI, and VII of the appendix. For a summary of those statistics, see like tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Bowdoin College, Brunswick (Congregational), reported for 1883-'84 an academic faculty of 14. Its president, Joshua L. Chamberlain, LL. D., having resigned, Professor Packard in the mean time was acting president. No material changes appear in its classical 4-year course, which still allowed, in the junior and senior years, a wide range of elective studies. Facilities are provided for graduate instruction for those who wish to continue their studies beyond the regular course with or without reference to a degree. Special students may study by themselves or enter the regular classes without becoming matriculated members of college. In 1883-'84 the different libraries contained 38,000 volumes, an increase of about 500 during the year. Collegiate students in 1882-'83, 149; in 1883-'84, 108, a decrease of 41.

Bates College, Lewiston (Free Will Baptist), in the same years had a faculty of 10; its usual 4-year classical course, open to women on equal terms with men; 10 State scholarships, giving free tuition to 10 students, with a preference for the children of those who fell in defence of their country; 13 others, founded by individual donations of \$1,000 each, 1 being for a lady student; and libraries containing in 1882-'83

10,683 volumes and in 1883-'84 11,373, a gain of 4,490 since 1881-'82. Collegiate students in 1883-'84, 115, a gain of 9 in 2 years.

Colby University, Waterville (Baptist), had also in the same years a faculty of 10; had a classical course of 4 years, with a preparatory department consisting of 3 academies in different parts of the State, under the control of the university; admitted women on equal terms with men; gave some attention to the study of French and German and more to the natural sciences; permitted students to be absent for teaching 8 weeks, without loss of college time; allowed persons of suitable age and attainments to take a partial course of not less than a year; had 69 scholarships and a library of 18,800 volumes, increased by over 1,000 during the 2 years. Students in 1882-'83, 124; in 1883-'84, 117.

During 1883-'84 the sum of \$29,593 in cash was received on account of the academy fund at Colby, making, with \$77,166 heretofore received, \$106,758 as the total of this fund. The college also received bequests amounting to \$72,615, of which \$70,000 were from the estate of Gardner Colby, Newton, Mass., and \$1,115 from that of Cotton Brown, Sangerville, Me. Bates College received during the same year a total of \$8,281.76, of which \$4,000 were from the late Chase Lewis, esq., of Providence, R. I., and \$1,000 from Richard W. Shapleigh, esq., of Boston, Mass., the remainder being given in small sums by various friends. Bowdoin College reports a gift of \$1,000 from Mrs. Hannah A. Ludwig, Thomaston, Me., for founding two scholarships.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of this class of institutions, see Table VIII of the appendix; for a summary of the same, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State College of Agriculture and Mechanic Arts, Orono, reports for 1883-'84 9 resident professors and instructors and 76 students (of whom 4 were women) in its full course of 4 years. It had a library of 4,200 volumes, property valued at \$150,000, and a productive fund of \$129,300, yielding an annual income of \$7,678, which, with \$6,500 from the State and \$2,000 from tuition, gave an income from the year of \$16,178. At the commencement in 1884 4 young men and 2 young ladies received the degree of B. S.; 5 young men, that of B. C. E.; 1, that of B. M. E.; 2, that of C. E.; 1, that of M. S. A set of standard weights and measures was given by the General Government and \$220 were received from Hon. A. Coburn for increase of library and prizes.

PROFESSIONAL.

Theological.—Bangor Theological Seminary, Bangor (Congregational), for 1883-'84, had a faculty of 5 professors and instructors, with 23 students in its regular course of 3 years, 1 resident licentiate, and 2 special students. Candidates are admitted on examination, and must present evidence of church membership, of a collegiate education, or of such attainments as shall be satisfactory to the faculty. By a recent donation of \$1,500 a graduate course of 1 year at Bowdoin College is secured to any graduate of this seminary.

The Bates Theological School, Lewiston (Free Will Baptist), a department of Bates College, admits on examination, a college education not being required, though preferred; it had in 1882-'83 and in 1883-'84 a faculty of 5, and 2,200 volumes, already reported, in its library. In the former year there were 18 students and in the latter 19.

Medical.—The Medical School of Maine, Brunswick, a department of Bowdoin College, for 1882-'83 and 1883-'84 reported 9 professors and lecturers, a library of 4,000 volumes, and, respectively, 104 and 94 students. The required examinations for admission and graduation remained the same as heretofore reported.

The Portland School for Medical Instruction, with 10 professors and 2 terms of 16 weeks each annually, continued to afford medical students facilities for obtaining a higher grade of preparatory and professional instruction than can usually be given by a single professor. It graduates no students and confers no degrees. The course comprises daily recitations, lectures, and demonstrations, clinical instruction, and practical anatomy.

SPECIAL INSTRUCTION.

REFORMATORY AND INDUSTRIAL TRAINING.

The *State Reform School*, for boys, Portland, reporting for the year ending November 31, 1883, 142 inmates, received 32 and discharged 37, leaving for the beginning of 1883-'84 105. The common English branches, including book-keeping and vocal music, were taught in school. The industries were baking, cane seating, carpentry, farming, gardening, tailoring, house and laundry work, and knitting. On leaving, some are indentured till of age, others released on probation, and both are required to report every 3 months till finally discharged. The superintendent says that nearly all allowed to

go out on trial were doing well. Under direction of the legislature, with an appropriation of \$5,000, a mechanical school was organized; a shop, furnished with tools, was erected, and instruction in the use of carpenters' tools was begun. The trustees favor the family plan and hope soon to be allowed to adopt it.

The *Maine Industrial School for Girls*, Hallowell, under the management of a private corporation, is designed as a refuge for girls aged 7-15 who are in danger of becoming outcasts. It is not a place of punishment, but a home for friendless, neglected, and vagrant children, where, under the influence of kind treatment and physical and moral training, they may be fitted for lives of usefulness. The State, which is represented on the board of managers by the governor, the secretary of state, and the superintendent of common schools, aids in the support of the institution. The report for 1883-'84 shows an average of 47 under instruction, 17 committed during the year, 16 sent to homes, and 3 returned. Of 181 received since 1875 there had been 148 sent to homes, of whom 38 were returned to the school, 82 remaining in homes; 18 were married before reaching majority; 7 were returned to friends; and only 4 dismissed as incorrigible. The facts thus far indicate that fully 80 per cent. of pupils instructed in this school will grow up to lives of usefulness and respectability. They are taught the common school branches, sewing, and housework. An additional building for the home, which had been greatly needed for some time, was begun in the spring or summer of 1884; funds for the purpose to the amount of \$5,000 were received from friends, chiefly ladies.

EDUCATIONAL CONVENTION.

MAINE PEDAGOGICAL SOCIETY.

The Maine Pedagogical Society held its fourth annual meeting at Lewiston, October 11-13, 1883, President L. G. Jordan in the chair. The large attendance included 300 teachers and the leading educators of the State.

In a paper on "Moral instruction," being the report of a committee, prepared by M. C. Fernald, an outline sketch was given of the points of the subject. It was held that in the lower grades of schools advantage should be taken of all opportune occasions for impressing moral ideas, while in the higher there should be morning talks, appeals to honor, right, justice, &c. A teacher, it was held, must be a constant moral force.

Under the head of "Educational outlook," Ex-Superintendent Corthell then maintained that there are indications of progress; that educators are building on a solid foundation; that farmers are awaking to the fact that brains are to win on the farm as elsewhere and are demanding a better education for their sons and daughters; that a course of study adapted to the common schools is demanded, also better teachers; that even in the rural districts there were calls for better school work; while, largely throughout the State, there is a growing sentiment in the same direction.

Of the "Study of arithmetic in common schools," it was said by Principal C. C. Rounds that this should be taught mainly in its application to business and practical science. Square and cube root should be reserved for higher courses. Memorizing what is not understood should be condemned. Computation should be taught by itself and accuracy secured by special exercises.

A paper on "Securing the coöperation of parents," by Superintendent Tash, of Portland, is said to have been full of common sense and wise suggestions as to the means of accomplishing this end. In a talk on "The art of questioning," Superintendent Abner J. Phipps, of Lewiston, condemned the old methods of teaching by text books only, and a combination of this with questions which might stimulate the pupil to think and draw out his knowledge was advised, while it was said that leading questions should be discountenanced; that teaching questions should be put slowly, testing questions rapidly; the former to be answered by a class, the latter by individuals. "The relation of the common schools to the college" was discussed by Professor Chase, of Bates College, and was regarded as a vital one, to be kept distinctly in view; being dependent on each other, their courses of study should be arrayed in conjunction, and as parts of one system they will flourish or fall together.

The "Study of geometry" was urged for its mental discipline, and it was said that preliminary training for it should begin at an early age. "Easy method of teaching science in the common schools," as presented by A. L. Lane, of Coburn Institute, was regarded as one of the most interesting topics of the meeting. An illustration of the cheapness of the apparatus needed for the work closed this subject and created a pleasing surprise. A brief outline of the educational work of Hon. Henry Barnard, of Hartford, Conn., was given during the evening of the second day and the discussion of a report on instruction in reading and writing occupied the closing hours of this very interesting and instructive session.

CHIEF STATE SCHOOL OFFICER.

Hon. N. A. LUCE, *State superintendent of common schools, Augusta.*

[Second full term, February 6, 1883, to February 6, 1886.]

MARYLAND.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (whites, 6-21; colored, 6-20).	2310,945	-----	-----	-----
Attending public schools.....	161,759	170,393	8,634	-----
Average daily attendance.....	85,320	86,486	1,166	-----
Colored pupils enrolled.....	28,888	31,327	2,439	-----
Colored pupils in average attendance.....	11,850	12,574	724	-----
Per cent. of enrolment to school youth.....	52.02	54.79	2.77	-----
Per cent. of average attendance to enrolment.....	52.74	50.75	-----	1.99
Per cent. of average attendance to school youth.....	27.44	27.81	.37	-----
SCHOOLS AND SCHOOL TERM.				
Public schools reported.....	2,061	2,097	36	-----
Public schools for colored pupils.....	401	415	14	-----
Average time of schools, in days.....	182	182	-----	-----
TEACHERS.				
Men teaching in public schools.....	1,218	-----	-----	-----
Women teaching in public schools.....	2,077	-----	-----	-----
Whole number of teachers employed.....	3,289	3,353	64	-----
Number of teachers in colored schools.....	519	536	17	-----
FINANCIAL STATEMENT.				
Whole expenditure for public schools.....	\$1,603,211	\$1,720,264	\$117,053	-----
Amount paid teachers.....	1,195,934	1,245,634	49,700	-----
Building, repairs, and furniture.....	123,637	138,655	14,968	-----
Books and stationery.....	83,900	86,605	2,705	-----
Rent, fuel, and incidentals ^b	110,537	109,624	-----	\$973
Estimated value of school property ^c	2,900,000	-----	-----	-----
Amount of available school fund.....	906,229	-----	-----	-----
Average monthly pay of teachers.....	40	-----	-----	-----

^a United States Census of 1880, showing the whole number of both races entitled to free tuition.

^b Other sums going to make up the full amount were for supervision, office expenses, interest on county debts, and payment of such debts.

^c In 1882.

(From reports of the State board of education through Hon. M. A. Newell, secretary of the board and State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The State board of education, in its report for 1883-'84, expresses satisfaction with the showing of the year in most particulars, the increase in attendance corresponding with that in population and increase of expenditure with that in teachers and pupils. The smallness of gain in average attendance is accounted for by the severity of the winter, the bad condition of roads, and the prevalence of epidemic disease.

Making due allowance for certain hindrances, among them the prevalence of scarlet fever and diphtheria in some sections, the report says there still remains considerable preventable absenteeism, against which the most vigorous effort of teachers and school officers should be directed.

It is strongly recommended that text books be made free for the county schools, as they have been made in the city of Baltimore. Among the advantages of this course, it is claimed, would be an increase in the number of children attending school. It is estimated that an addition of three-fourths of a cent on \$100 to the State and county tax would pay for this desirable improvement.

The following changes in the school laws are suggested by the State board: (1) That text books be supplied without charge; (2) that the State school tax be 12 cents on \$100 and the minimum county tax be no less; (3) that the State tax be distributed to the counties in proportion to the average enrolment, white and colored, no pupil to be counted who has not attended at least 60 days in the year; (4) that the few remaining county academies be made a part of the public school system; (5) that there be one district trustee in place of three under the present law; (6) that all principals of public schools be required to report at least twice a month to their examiners; (7) that provision be made for ascertaining once in 2 years in the city of Baltimore and in the counties the number of children over 6 and under 16 years of age, the number of these attending public schools, and the number in private and parochial schools.

ADMINISTRATION.

For the State there is a State board of education consisting of the governor and 4 persons appointed by him from among the officers of the county boards, with the principal of the State Normal School, who is secretary and executive officer of the board and ex officio State superintendent of public instruction. For counties there are boards of school commissioners, of 3 to 5 members, appointed for 2-year terms by the judges of the circuit courts; for districts, boards of 3 trustees, chosen by the commissioners.

The schools of the State are free to all white children 6 to 21 years of age and to colored 6 to 20 residing in the districts where they are held, though schools for the two races must be separate. Provision is made for the establishment in every district of one school or more, according to population, for white youth; and the boards of county school commissioners must establish a free public school for colored children in each district where the average attendance is not less than 15, such schools to be under the direction of a special board of trustees, subject to the same laws and furnishing instruction in the same branches as the schools for white children. These studies include common English branches in all, with vocal music, drawing, physiology, domestic economy, and other higher studies when deemed expedient by the district trustees. County commissioners are authorized to cause the German language to be taught in any district if they think proper. Public schools must be taught for 10 months each year, if possible. County commissioners adopt the text books, which must contain nothing of a partisan or sectarian character. The system provides for high schools, teachers' institutes, and a State Normal School.

SCHOOL FINANCES.

The income for support of public schools is derived from a State tax of 10 cents on each \$100 of taxable property, levied annually, and the proceeds of real and personal estate granted, conveyed, devised, or bequeathed for the use of any particular county or school district, such grants to be exempt from all State and county taxes.

CITY SCHOOL SYSTEM OF BALTIMORE.

ADMINISTRATION.

The schools of Baltimore are controlled by a board of twenty school commissioners, appointed by the city council for four years, five going out each year. The board appoints a superintendent of public instruction for the city, who serves four years, devoting his whole time to the work; likewise, an assistant superintendent.

STATISTICS AND ADDITIONAL PARTICULARS.

The population of the city of Baltimore, according to the United States Census of 1880, was 332,313; the latest school census, taken in 1879, showed 86,961 children of school age (6-21).

The city of Baltimore in 1883 had 63 public school buildings, of which 38 were for primary, 21 for grammar, and 4 for high schools, valued, with other school property, at \$1,840,000. The public schools were taught 203 days, by 848 teachers, of whom 768 were women, at a cost of \$667,972; 48,676 pupils were taught, 31,601 being in average attendance.

For 1884 the board of commissioners reported 67 school buildings, with 128 schools of all kinds, viz, the Baltimore City College, 2 female high schools, 19 male and 20 female grammar schools, 29 male and 29 female primary schools, 5 English and German schools, 1 manual training school, 14 colored day schools, 4 evening schools for

¹ School census of 1879.

white and 4 for colored pupils. The total enrolment in these was 52,548, of whom 34,024 were in average daily attendance.

The full course in the city college, which includes the high school for boys, is 5 years, upon the completion of which the Johns Hopkins University admits the graduates without further examination. At the last commencement, in 1884, 14 were graduated. There is also a 1-year commercial course, from which 56 graduated.

In the girls' high schools the course is 4 years; the studies include modern languages and other branches taught in seminaries of the higher grade for girls.

In addition to the diplomas, the 7 highest graduates of the college and 15 highest of the female high schools receive prizes from the trustees of the Peabody Institute.

Of the 67 school buildings reported, 5 were rented; the 62 owned by the city were valued at \$1,195,811. One was built during the year and others were enlarged to meet the increase of population, and yet the primary and grammar schools were overcrowded. Baltimore builds its school-houses but two stories high, as better for health and easier of egress in case of panic.

In the 4 evening schools for whites there were 20 teachers and 891 pupils, with an average attendance of 534, 63.4 per cent., while in the 4 for colored there were 17 teachers and 987 enrolled, with an average attendance of 481, 55.4 per cent. In the 14 schools for colored, including the high school, there were enrolled 4,910, with an average attendance of 3,990, 83.6 per cent., under 107 teachers.

A manual training school was opened in connection with the public schools, March, 1884. Undertaken as an experiment, it is reported to have been eminently successful, proving that it is practicable to unite mental and manual instruction with positive benefit to both. In object and course of study the school is similar to the one in connection with the Washington University, St. Louis, Mo. The course requires 3 years and differs from that of the city college in omitting from required studies foreign and ancient languages and in giving prominence to mechanical drawing, scientific instruction, and practice in the use of tools in carpentry, wood turning, pattern making, iron chipping and filing, forge work, brazing and soldering, all alternating with the English branches of a high school course. One hour a day is spent in drawing, 2 hours in shop work, the remainder of the school day in study and recitation. Before graduating each pupil is required to construct a machine from drawings and patterns made by himself. The first session opened with 50 students and closed with 150.

The appropriation for the city schools being only \$670,000, or \$15,000 below the estimate for the year, the result showed, notwithstanding the most rigid economy, a deficiency of \$7,237, which was deducted from the salaries of the teachers.

Mr. Charles G. Edwards, assistant superintendent of city schools, died October, 1884, causing profound and sincere regret in the community, and many marks of esteem were shown by all classes of citizens.

KINDERGÄRTEN.

There are 10 Kindergärten in Baltimore and 1 at Embla, but they do not belong to the public school system. Their adoption is recommended.

For statistics, see Table V of the appendix, and a summary thereof in the report of the Commissioner preceding.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR TEACHERS' CERTIFICATES.

Persons desiring to teach in the public schools must present certificates of qualification from the examiners of the counties in which they propose to teach or from the State board of education or the principal of the State Normal School. If, at the end of 6 months, the examiner is satisfied of the teacher's fitness to govern and impart instruction, he may issue a certificate for 3 years. Certificates of the first class may be renewed, with or without examination; but teachers with second class certificates must be reexamined at the end of 3 years. Graduates of State normal schools and holders of first class certificates or college diplomas who have had 7 years' experience in teaching (5 of them in the State) may apply to the board of education for a certificate, which is good for life, unless annulled on account of improper conduct.

STATE NORMAL TRAINING.

The Maryland State Normal School, Baltimore, for training teachers in the science of education and the mode of governing schools, has a normal course covering 3 years of 9 months each. A model school is connected with the normal, all grades, from primary to high, being represented. Vocal music, drawing, and calisthenics are taught. The school is free to 200 State students. There were 233 young women and 20 young men, under 12 instructors, in 1882-'83; graduates, 42. In 1883-'84 there were 22 men and 245 women students under the same number of instructors as in the preceding year; graduates, 42. State appropriation, \$10,500.

OTHER NORMAL TRAINING.

The *Baltimore Normal School for the Education of Colored Teachers* offers a course of 4 years of 41 weeks, including in the course instruction in vocal music and map drawing. Students have the advantage of a library of 1,200 volumes. For 1883-'84 there were 260 pupils, 35 of them in normal classes, all under 5 instructors. Graduates receive certificates of qualification, which do not, however, legally authorize them to teach without further examination, although they are allowed to do so. A model school is attached to the institution. Graduates for the year, 3. State appropriation, \$2,000.

The *Centenary Biblical Institute*, Baltimore (Methodist), has a normal department (length of term undefined), in which the required studies are algebra or plane geometry, natural science, theory and practice of teaching, vocal music, geography and history of Maryland, universal history, etymology, history of the United States and of the English language, with a suitable review of preparatory studies. Number of normal students in the institution in 1882-'83, 7.

The *Theresianum*, Govanstown (Roman Catholic), a training school for female teachers, reports for 1883-'84 a 4-year course, with an attendance of 20 pupils, under 5 instructors.

TEACHERS' INSTITUTES.

The teachers' institutes of the years 1883 and 1884 were all well attended. They were held in 1882-'83 in the counties of Alleghany, Caroline, Carroll, Dorchester, Harford, Kent, Montgomery, and Talbot. Baltimore County, Cecil, and Howard have county teachers' associations, which meet quarterly and keep alive the professional spirit of the teachers.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

High schools or high school departments are reported as existing in several counties of the State, no definite number being given for 1884. All the counties report pupils in book-keeping, algebra, philosophy, and physiology, all but 2, in geometry, while only 5 had pupils in drawing. In 15 counties Latin was studied by 497 students; in 2, Greek by 30; in 1, French by 63; in 1, German by 63; in 1, music by 175.

The State board in a revised edition of its by-laws, published at the beginning of the school year, states what is necessary to constitute a high school, the law failing to define it or to prescribe a course for it. The schedule of primary instruction being divided into 6 grades, the new by-laws provide that the high school course shall begin with the completion of the sixth grade, and may include all studies required for admission into the freshman class at college. No school may be classed as a high school unless it contains at least 3 grades higher than the sixth.

OTHER SECONDARY SCHOOLS.

State aid, amounting to \$35,429, was given during the year to 16 academies and other schools, including the Maryland School for the Deaf and Dumb, which is noted under Special Instruction, further on. In these schools there were 44 teachers and 950 students, of whom 16 studied Greek, 149 Latin, 49 French, 27 German, 160 algebra, 86 geometry, 23 trigonometry, 90 natural philosophy, besides students in chemistry, physiology, botany, geology, logic, rhetoric, English literature, drawing, and vocal and instrumental music.

For statistics of these and other secondary schools reporting, see Tables IV, VI, and VII of the appendix; for summaries of same, corresponding tables in report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Johns Hopkins University, Baltimore, with high standards, has no courses of definite length, graduation and degrees depending on acquirements. It offers two distinct departments, collegiate and university, and had 204 students enrolled in 1882-'83, of whom 106 were residents of Maryland, 91 being from 23 other States and 7 from foreign countries. There were 125 graduate students, coming from 67 colleges and universities; also, 49 undergraduates, candidates for the degree of A. B., and 36 special students. Ten were graduated from the collegiate department and received the degree of A. B., making a total of 56 in 5 years, while 6 received the second degree of PH. D., making 39 in all.

In 1883-'84 the academic staff numbered 49; matriculates, 53; special students, 37; graduate students, 159; total students for the year, 249. This year 23 received the degree of A. B. and 15 that of PH. D.

During 1882-'83 college education in its relation to university work occupied the

attention of a "board of college instructors," consisting of the president and 8 others, who, after 20 meetings, arranged 7 courses of study, each adapted to a certain class of minds, combining mathematics and physical science with literature, philosophy, and history. All these courses lead to the degree of A. B., which can be gained in 3 years after the matriculation examination and is considered as difficult as the examination usually required for admission to a sophomore class. Good students may remain one year after completing this matriculation, thus making the curriculum time of this college course equal to that in other colleges. In determining his course, the student has the counsel of a member of the board, and, when he has once selected it, he may not change it for another. "Experience," says the president, "has shown that we were wise in including a college department in the university organization. The endeavor has been to work out a plan of study adapted to the youth from the Baltimore City College on the one hand and then from the private schools on the other. The result has been the enrolment as matriculated students of a company of excellent scholars, whose steady intellectual growth it is a delight to watch. Nearly three times as many students and twice as many resident teachers were enrolled in 1882-'83 as in the first year, 1876, and there was an increase on this in 1883-'84." All the chief departments of investigation and instruction hitherto established were maintained during 1882-'83, with some additions. In biology, 27 special lectures, besides the usual courses, were given.

In the Latin seminary additional courses were conducted during the year. Prof. Paul Haupt, of the University of Göttingen, was added to the staff of instructors; his department will include the Hebrew, Arabic, Ethiopic, and Assyrian languages. A gymnasium has been erected during the year. The libraries, also, received important accessions, making a total of 18,700 bound volumes in September, 1883. Eighteen honorary Hopkins scholarships, with an annual value of \$250 each, have been instituted, to reward conspicuous merit among the undergraduates who regularly matriculate.

The report of 1884 presents but few changes during the year. As the Johns Hopkins Hospital approached completion much thought was devoted to the organization of a faculty of medicine. The first professorship established in it was one of pathology, and Dr. William H. Welch, of New York, was selected to fill it. Since the completion of the gymnasium all candidates for the degree of A. B. are required to take the course in physical training. Sir William Thomson, professor in the University of Glasgow, gave, in October, 1884, a course of eighteen lectures to the mathematical physicists in the university, on molecular dynamics, treating particularly of the wave theory of light. Professor Thomson also gave a public lecture on the rigidity of the earth.

In concluding his report for 1883 the president expresses a great satisfaction in looking back seven years without recalling one instance of disorder among the students or a single breach in the harmony prevailing between the trustees and academic staff and the workers in the different branches of study; and he closes that of 1884 by expressing his confidence that the foundations are firmly laid and the superstructure is rising quite as rapidly as is best.

The *Baltimore City College*, already noted under Secondary Instruction, besides preparatory high school studies of 3 years, has 2 years that are collegiate in character, which prepare for Johns Hopkins University.

For 1883-'84, 9 other colleges report, 5 of which receive annually State aid, viz, St. John's, Western Maryland, Baltimore Female, Washington, and Frederick Colleges. They report to the State authorities 269 male and 103 female students, 29 teachers (one college not reporting this item), and \$22,190 received from the State. In return 95 free scholarships were given. These are for students selected by county boards after competitive examination, the holders being pledged to complete the full course of 4 years and to teach in the public schools of the State at least 2 years after graduation.

The remaining colleges are Loyola, Rock Hill, St. Charles, New Windsor, and Mt. St. Mary's, of comparatively low standard. All 10, except possibly Rock Hill and Frederick Colleges, have preparatory courses of from 1 to 4 years; in these colleges the length of the preparatory course is not defined; all but Frederick show classical courses of 3 or 4 years; 3 have scientific courses, so called, of 3 or 4 years; St. John's shows a graduate course of 2 years, the undergraduate course being partially elective, with modern languages; Loyola and Rock Hill, commercial courses, of 4 and 2 years, respectively; Washington also offers a special or partial course to students not candidates for a degree; St. Mary's, an ecclesiastical and a commercial course; New Windsor, normal and commercial courses, with instruction in music, painting, and modern languages.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The 6 institutions of this character reporting in 1883-'84 are Baltimore Academy of the Visitation, Baltimore Female College and Burkittsville, Cambridge, Frederick, and Lutherville Female Seminaries. The Misses Norris's School, though not reporting,

remains on the list, as it is known to be still in existence. These institutions show the collegiate courses common to schools of this class, embracing also courses in modern languages, music, and art, Frederick in addition offering a graduate course in belles-lettres. For statistics, see Table VIII of the appendix; for a summary of same, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Special facilities for scientific study continue to be offered by the Maryland Agricultural and Mechanical College, the United States Naval Academy, and the Johns Hopkins University.

St. John's College announced in a circular of July, 1883, the organization of a technical department, including civil and mechanical engineering, with analytical chemistry. Students are admitted who have mastered the ordinary English branches. Courses in general science, as before noted, are presented by Baltimore City and Rock Hill Colleges.

The *Maryland Agricultural and Mechanical College* in 1882-'83 had 55 students. Though without State aid, the college received an income of \$7,000 from United States land scrip fund and \$4,500 from tuition fees. The course of instruction, extending over 4 years, embraces scientific and practical agriculture, civil engineering and physics, English literature, mental and moral science and history, mathematics, chemistry, and ancient and modern languages. Instruction in the department of agriculture includes both theory and practice and is intended to embrace the widest field of knowledge and to impart the most thorough course of instruction possible. The practical department comprises work on the farm and in the laboratories. For farm work the students are divided daily into garden, field, yard, and ground detail, under competent supervision. Suitable compensation is paid to students on special voluntary detail on Saturdays and during vacations. Provision is also made in the charter of the college for technical education, which it is the intention of the institution to develop to the extent of its ability. Military instruction under a United States officer is required and is said to be of great value for health and discipline. The farm contains 286 acres; the building and apparatus are valued at \$100,000.

In the *United States Naval Academy*, the course of study covers 4 years in academy and 2 at sea, and includes, besides English studies, history, law, and modern languages, higher mathematics, seamanship, ship building, ordnance and armor, marine and steam engineering, navigation, naval architecture, tactics, gunnery, chemistry and electricity, astronomy, surveying, applied mechanics, and free hand and mechanical drawing.

An act of Congress of August 5, 1882, provides that there shall be no more appointments of cadet midshipmen or cadet engineers at the Naval Academy, but that in lieu thereof "naval cadets" shall be appointed from each congressional district and from the country at large. From those who successfully complete the 6-year course appointments are hereafter to be made in the lower grades of the line and engineer corps of the Navy and of the Marine Corps, but only in sufficient number to fill vacancies therein, provided, however, that the number of such graduates be not reduced below 10 in each year.

Johns Hopkins University continued in 1883-'84, as in preceding years, to furnish opportunities for advanced scientific study in its graduate departments, while in the undergraduate department the more elementary scientific studies were pursued with the aid of the new laboratories before mentioned. Of the 249 students, 37 were engaged in the various branches of mathematics, 56 in physics, 51 in chemistry, and 47 in biology.

The scientific work of the year has gone beyond the possibility of a full report here. The original laboratory for chemistry has been enlarged to three full stories and a basement. A new building for the biological laboratory has been erected, affording ample facilities for study and adding much to the facilities for imparting scientific knowledge. Classes have been taught in the various branches of mathematics, including among other things algebra in multiple quantity, non-Euclidian geometry, mathematical astronomy, spherical harmonics, differential equations, solid analytical geometry, the calculus, and probabilities; in physics, including heat conduction, physical optics, mechanics, mathematical theory of sound, and electricity, with weekly exercises in the laboratories; and in biology, including animal and vegetable physiology and morphology.

The Chesapeake Zoölogical Laboratory presents the results of a series of original experiments in this department of science.

Work in archæology received much attention during the year, resulting in the organization of an archæological society in the university for the prosecution of this study.

For statistics of schools of science reporting, see Table X of appendix; for summary of same, the report of the Commissioner preceding.

PROFESSIONAL.

Theological.—The theological schools in the State reporting in 1882-'83 and in 1883-'84 remain the same as heretofore. These are the Centenary Biblical Institute, Baltimore (Methodist); the Theological Seminary of St. Sulpice, Baltimore, and the ecclesiastical seminaries of Mt. St. Mary's College, Emmettsburg, of Mt. St. Clement's College, Ilchester, and of Woodstock College, Woodstock, all 4 Roman Catholic; and Westminster Theological Seminary, Westminster (Methodist Protestant). These 4 report courses of study, respectively, of 5, 4, 6, and 7 years, but the portion which is strictly professional does not appear. The Westminster Theological Seminary, opened in 1882, held its first commencement May 4, 1884. It reports a theological course of 3 years, subject to such modifications as circumstances may require; it had 5 instructors and 20 students during 1883-'84, and 1 graduate.

The Centenary Institute, first mentioned, for the training of colored preachers, had, up to the close of 1883-'84, a preparatory course of 3 grades, which was to be abolished from September, 1884; a good normal course; and a theological course of 3 years, of 39 weeks each. Of the 151 students reported for 1883-'84, 15 were theological.

For statistics of the above schools, see Table XI of the appendix; for summaries of the same, the report of the Commissioner preceding.

Legal.—The School of Law of the University of Maryland offered in 1883-'84 a course of study extended from its previous one of 2 years of 32 weeks each to 3 years of 36 weeks each.

For statistics of schools of theology and law, see Tables XI and XII of the appendix.

Medical.—Five "regular" schools of medicine reported for the 2 years under review, all in the city of Baltimore, viz, the School of Medicine of the University of Maryland, the College of Physicians and Surgeons, the Baltimore Medical College, the Woman's Medical College, and the medical department of the Johns Hopkins University.

The first two recommend, but do not require, a 3-year graded course, and make no requirements for admission, while the Baltimore Medical College and the Woman's Medical College require either a diploma from some institution of learning or evidence of a good English education. For graduation all, except the Johns Hopkins department, require attendance on two full courses of lectures. In the school of the University of Maryland these include 22 weeks each; in the College of Physicians and Surgeons, 20 weeks each; in Baltimore Medical College, 30 weeks each; and in the Woman's College, 28 weeks.

Johns Hopkins University offers a preliminary course of training for those who intend to pursue the study of medicine, the principal elements of the course being physics, chemistry and biology, Latin, German, French, and English, with opportunities for the study of psychology, logic, history, and other branches of knowledge, according to the requirements of the scholar.

Dentistry is taught in the Baltimore College of Dental Surgery in a full course of 2 years of 20 weeks each. Chartered in 1839 and opened in 1840, it claims to be the oldest and for many years the only dental college in the world. Up to its commencement in 1884, 2,087 had attended its annual sessions and 1,210 had been graduated.

The dental department of the University of Maryland, Baltimore, gives instruction in a 2-year course of 23 weeks each under 16 resident and 10 non-resident instructors, with 86 students, 46 of whom had received a degree in letters or science.

Pharmacy was taught in the Maryland College of Pharmacy by a faculty of 5 instructors in a 2-year graded course of 20 weeks each. During the year 1883-'84 it had added a laboratory department with capacity for 75 students at a time. The degree of graduate of pharmacy is conferred upon graduates of the full course. Requirements for graduation are 21 years of age, an apprenticeship of 4 years to the apothecary business, attendance upon 2 full courses of lectures and 1 course in analytical chemistry, and a thesis of not less than 15 pages.

For statistics of schools of medicine, dentistry, and pharmacy, see Table XIII of the appendix; and for a summary of same, the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Maryland School for the Deaf and Dumb*, Frederick City, undertakes the education and industrial training of all white deaf-mutes of the State of school age (9 to 21) and free from disqualifying physical or mental infirmities. The studies pursued are the common English branches, with drawing and the industries of cabinet and shoe making and printing for the boys; for the girls, sewing and general housework. Articulation is taught to such as may be able to profit by it. For 1881-'82 and 1882-'83 there were 66 boys and 55 girls in the institution. Of this number 120 were from the State and 1 from Pennsylvania.

The *Maryland Institution for the Instruction of the Blind*, Baltimore, is for white

youth between the ages of 9 and 18. It gives instruction in a common English course and music, with broom and mattress making, piano tuning, sewing, and knitting. The whole number attending for 1883-'84 was 81, of whom 10 completed the whole or partial course and 9 left for various causes, leaving 62 at the end of the year.

The *Institution for the Colored Blind and Deaf-Mutes*, Baltimore, is exclusively for the education of such children as come under its care and is not in any sense an asylum. The studies pursued are such as are taught in the public schools for colored youth, with the addition of various trades like broom making, chair caning, sewing, and others adapted to their capacity and wants. There were 34 pupils in the institution in 1882-'83, of which number 20 were blind and 14 deaf-mutes, being an increase of 6 over the previous year. Five were from Washington, D. C., and 2 from West Virginia.

M'DONOGH INSTITUTE.

This school has for its object the education and the moral and physical training of poor boys of the city of Baltimore. Common and higher English studies are pursued, with drawing and German. Attention is given to moral and religious instruction; also, to military drill and discipline. The age for admission is 10 to 16. To encourage a desire to excel and to give further advantage to the worthy, the board has established scholarships to be conferred on boys who, up to the age of 16, have best improved their school opportunities, which scholarships entitle the holders to the privileges of the school for an additional year.

Vacation is spent by the boys in gardening and farming. During the session of school, which covers 10 months in the year, they do but little of such work, as that would interfere with school duties. Work in the garden, however, is often substituted for play as a penalty for small offences.

There were 49 boys in the institution, under 6 instructors, including the principal and matron, at the close of the year 1882-'83.

REFORMATORY AND INDUSTRIAL TRAINING.

St. Mary's Industrial School for Boys, with 2 houses of refuge, one for white boys and the other for white girls, Baltimore, and the House of Reformation and Instruction, for colored children, Cheltenham, all attend to the moral, educational, and industrial training of their inmates. St. Mary's had for 1883-'84 an enrolment of 422. The industries taught are printing, shoemaking, tailoring, carpentry, blacksmithing, painting, basket making, iron moulding, baking, farming, and gardening.

For statistics of these and any other such institutions reporting, see Table XXI of the appendix to this volume.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

No information of any meeting of this character has been received for the years under review.

OBITUARY RECORD.

MRS. ALMIRA LINCOLN PHELPS.

Almira Hart, daughter of Samuel and Lydia Hart (the former a direct descendant of the early puritan colonist Hart, after whom the city of Hartford was named), was born July 15, 1793, at Berlin, Conn. She was a younger sister of Mrs. Emma Willard, widely known as a writer and teacher and founder of Troy Female Seminary. Almira received a good education, in which she was greatly assisted by her sister, and at the age of sixteen years began to teach, her first charge being a district school in the neighborhood of her home. After a few years she removed to Sandy Hill, where she introduced improved methods of instruction, the most valuable being one in geography, originated by her sister. In 1817 she married Simon Lincoln, publisher and editor of *The Connecticut Mirror*, who died six years after, leaving his widow with two daughters. Mrs. Lincoln then recommenced teaching with her sister in the Troy Female Seminary, remaining there eight years. Her studies comprised the ancient and modern languages and the natural sciences, especially botany, on which she published two works which had a large circulation. She contributed to Woodbridge and Willard's *Geography*, translated Vauquelin's *Dictionary of Chemistry* (which translation was published in 1829), and published *The Female Student* in 1833. In 1833 she commenced teaching at West Chester, Penn. The next important step of her life was her marriage with John Phelps, a lawyer of Vermont. In 1841 Mrs. Phelps removed to Ellicott City, Md., where she was principal of the Patapsco Female Institute, then under the control of the Protestant Episcopal Church. Although a devoted member of this church, Mrs. Phelps used her powerful influence to make the institution non-sectarian, and succeeded. Her second husband died in 1849, leaving a son and a

daughter. Mrs. Phelps's eldest daughter also died during that year, and the bereaved mother soon after retired from the profession she had successfully followed for more than forty years. She continued, however, to write on educational and other themes, publishing various books, among them *Hours With My Pupils*, besides many contributions to magazines and reviews, her publications on the subjects of geology, chemistry, and natural philosophy being too numerous to mention. Her health remained good up to a short period before her death, which occurred at Baltimore, July 15, 1884, on her ninety-first birthday.

CHIEF STATE SCHOOL OFFICER.

Hon. M. A. NEWELL, *State superintendent of public instruction, Baltimore.*

[Seventh term, January, 1884, to January, 1886.]

MASSACHUSETTS.

SUMMARY OF SCHOOL STATISTICS.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (5-15).....	329,459	336,195	6,736	.....
Pupils of all ages in public schools...	335,872	342,012	6,140	.....
Average membership for the year.....	270,531	277,241	6,710	.....
Average attendance for the year.....	242,043	248,168	6,125	.....
Per cent. of enrolment to children of school age.	101.95	101.73	.....	.22
Per cent. of average attendance to average membership.	89.47	89.51	.04	.....
Per cent. of average attendance to children of school age.	73.47	73.82	.35	.....
Enrolment in evening schools.....	11,112	13,251	2,139	.....
Average attendance in evening schools.	5,613	6,975	1,362	.....
Enrolment in high schools.....	19,423	20,012	589	.....
Pupils in State charitable and reformatory schools. <i>a</i>	967	963	.....	4
Pupils in academies and private schools.	32,479	34,438	1,959	.....
SCHOOLS.				
Number of public day schools.....	6,246	6,358	112	.....
Average time of these, in days.....	179	180	1	.....
Number of evening schools.....	111	125	14	.....
Number of high schools.....	226	228	2	.....
State charitable and reformatory schools. <i>a</i>	16	15	.....	1
Academies and private schools.....	446	470	24	.....
TEACHERS.				
Men teaching in public schools.....	1,038	1,058	20	.....
Women teaching in public schools....	8,197	8,340	143	.....
Whole number teaching.....	9,235	9,398	163	.....
Teachers in high schools.....	623	634	11	.....
Teachers in evening schools.....	450	501	51	.....
Teachers in charitable and reformatory schools. <i>a</i>	21	16	.....	5
FINANCIAL STATEMENT.				
Expenditure for public schools.....	\$5,813,186	\$6,502,359	\$689,173	.....
Permanent State school fund.....	2,711,263	2,710,209	.....	\$1,054
Income from this fund for schools.	68,733	68,642	.....	91
Valuation of State school property <i>b</i> ..	22,062,235	.....	.....	.....
Average monthly pay of men teaching.	103 33	108 02	4 69	.....
Average monthly pay of women.....	41 90	44 18	2 28	.....

a Being always presented a year later than the statistics of common schools, the figures respecting these institutions are for 1881-'82 and 1882-'83.

b Return of 1881-'82.

(From reports of Hon. John W. Dickinson, secretary of State board of education, for the two years above indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The record for the school years 1882-'83 and 1883-'84 shows large advance at almost all points, the statistics of school youth, enrolment, average membership and average attendance, schools, teachers, and teachers' pay for 1882-'83 all indicating progress, and evening schools alone showing a very slight decline in enrolment. In 1883-'84 this slight fall was much more than compensated by an increase of 2,139, enrolment and attendance in all the schools increased considerably, and the figures, with slight exceptions, are on the gaining side.

While the State is thus advancing as compared with itself, as is shown by two important tables in the report for 1882-'83, it leads all other States in some of the most important evidences of a good school system. First, as respects native white illiteracy: the proportion of native whites 10 years of age and upwards unable to write, according to the last United States census return, published in 1883, was only seven-tenths of 1 per cent. in Massachusetts, while in Connecticut it was 1 per cent.; in New Hampshire and Nevada, 1.1; in New York, 2.2; and so on in a steadily advancing ratio to North Carolina, in which it was 31.7; while in the Territory of New Mexico it reached the alarming figure of 64.2. Next, as respects colored persons 10 years of age and upwards unable to write: by the same census Massachusetts leads all the States, the per cent. of such illiteracy being only 15.1, while in other Northern States it ranges from 15.8 to 53.9, and in the Southern States from 55 in West Virginia to 81.6 in Georgia. Finally, Massachusetts occupies a leading position in respect to the attendance of youth of school age in the public schools, but, as this age varies widely in different cases, the figures do not readily admit of fair comparison. In the fulness of its school courses, the large number of its towns and cities with high grade schools, and in the completeness of the education given throughout the grades, a success is attained which comparatively few other States emulate, and which, it is believed, no other has yet reached.

ADMINISTRATION.

A State board of education of 8 members, with annual change of one, is presided over by the governor (who appoints the members), and by the lieutenant governor in his absence. This board has general charge of State school interests, with special inspection of the State normal schools. It prescribes the form of registers to be kept in public schools and the forms of the returns to be made by school committees. All educational institutions aided by the State must report to it.

In its supervision of State schools it is aided by a secretary and assistant secretary, chosen by it, and by 3 agents, who visit the different sections of the State, inspect schools, hold institutes, and stimulate school officers and teachers to higher standards and better school work.

Cities and towns (answering to townships elsewhere) have each an elective school committee of 3 members or some multiple of 3, with a possible annual change of one-third. These committees must maintain for at least 6 months each year, under competent and reputable teachers, enough schools for instructing in the common English branches all the children that may legally attend them. They may add also algebra, vocal music, sewing, physiology, hygiene, agriculture, and, since 1884, elementary instruction in the use of hand tools. Towns with 500 families must maintain a high school,¹ with the usual studies of such schools, including Latin. Towns with 4,000 inhabitants must provide teachers competent to instruct in Greek, French, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.

The minor school districts, always a hindrance to great educational success, having been abolished in 1883, towns now form the units of the State school system.

Providing thus for the education of its children, the State requires that all of school age (5-15) must have the benefit of the instruction it provides or of such other as parents and guardians may prefer. It accordingly forbids the employment of children under 10 years of age in any manufacturing, mechanical, or mercantile establishment. It allows no child under 14 years of age to be so employed, except during the vacations of the public schools, unless in the year preceding he has had at least 20 weeks' attendance on some school approved by the school committee, or on like evidence of regular attendance, during such employment, on a half time day school, similarly approved. School committees are required to aid in carrying out these arrangements. Owners, superintendents, or overseers of the establishments above mentioned who employ children in violation of the law, and parents or guardians consenting to such employment and thus hindering the education of their children, are liable to a fine of \$20 to \$50.

FINANCES.

The chief means for the support of public schools come from taxes voted by the people in the towns (and cities) at their annual meetings or at a meeting called for

¹Adjacent towns, with less than 500 inhabitants, may form a union high school.

the purpose. The levy of such taxes is made peremptory by the requirement that a town refusing or neglecting to raise the money held necessary for its schools shall forfeit a sum equal to twice the highest ever before voted for the support of schools therein. The sums thus raised by town tax are supplemented by annual apportionments from a moderate State school fund to towns that have complied with all the laws relating to this apportionment.

NEW LEGISLATION.

A law approved May 14, 1883, requires every town and city with 10,000 or more inhabitants to maintain, in addition to the other schools already legalized, evening schools for instruction in the common English branches, with drawing, history of the United States, and good behavior. The school committees of such towns may add other branches and must have the same supervision of these evening schools as of other schools. This law modifies section 7 of chapter 44 in the existing school laws of 1883.

In 1884 a law was passed directing school committees to purchase text books and other school supplies and to loan them to pupils of their public schools not already supplied, free of charge, unless the books should be abused. It is believed that, after the first year, this measure will reduce the cost of the schools.

SCHOOL SYSTEMS OF CITIES AND TOWNS WITH OVER 7,500 INHABITANTS.

ADMINISTRATION.

For both cities and towns the continued general rule is that school committees of 3 members, or some multiple of 3, are chosen for terms of 3 years, to have charge of the public schools. These committees may be changed in one-third of their membership each year. In cities they generally have superintendents for their schools, the mayor being ex officio chairman of the board. Boston, besides a superintendent, has 6 supervisors for special parts of the school work.

STATISTICS. a

1882-'83.

Cities and towns.	Population, census of 1880.	Children of schoolage.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Attleborough.....	11,111	1,930	2,224	1,550	54	\$40,082
Beverly.....	8,456	1,478	1,400	1,146	35	19,936
Boston.....	362,839	64,436	62,000	47,900	1,175	1,680,246
Brockton.....	13,608	2,564	2,833	2,130	54	34,021
Brookline.....	8,057	1,346	1,574	1,153	42	40,048
Cambridge.....	52,669	10,370	9,395	7,231	220	175,443
Chelsea.....	21,782	3,734	4,714	3,168	71	60,997
Chicopee.....	11,286	2,084	1,475	845	40	22,455
Clinton.....	8,029	1,751	1,710	1,299	31	20,228
Fall River.....	48,961	9,965	10,242	6,474	183	130,746
Fitchburg.....	12,429	2,508	2,785	1,977	56	-----
Gloucester.....	19,329	4,119	3,945	3,029	108	56,902
Haverhill.....	18,472	3,642	3,509	2,664	98	62,387
Holyoke.....	21,915	5,017	3,465	1,750	63	57,382
Lawrence.....	39,151	6,698	6,204	4,508	147	90,461
Lowell.....	59,475	10,530	9,614	6,268	175	197,910
Lynn.....	38,274	6,482	6,007	4,757	116	91,027
Malden.....	12,017	2,477	2,240	1,515	50	37,841
Marlborough.....	10,127	2,167	2,365	1,690	59	37,933
Medford.....	7,573	1,392	1,422	1,152	34	28,517
Milford.....	9,310	1,761	2,154	1,436	40	21,858
Natick.....	8,479	1,644	1,677	1,366	47	27,200
New Bedford.....	26,845	4,083	4,600	3,784	115	99,948
Newburyport.....	13,538	2,611	2,092	1,123	42	29,207
Newton.....	16,995	3,458	3,759	2,797	101	93,835
North Adams.....	10,191	2,678	2,492	1,678	59	45,367
Northampton.....	12,172	2,216	2,407	1,830	60	32,245
Peabody.....	9,028	1,684	1,618	1,249	43	24,306
Pittsfield.....	13,364	2,732	2,611	1,943	78	33,560
Quincy.....	10,570	2,314	2,302	1,660	59	41,522
Salem.....	27,563	4,870	3,494	2,982	84	73,052
Somerville.....	24,933	5,102	5,576	4,005	101	101,625
Springfield.....	33,340	6,452	6,054	4,396	120	101,170
Taunton.....	21,213	3,867	4,004	2,735	76	53,149
Waltham.....	11,712	2,349	2,520	1,851	62	37,525
Westfield.....	7,587	1,377	1,609	1,176	54	25,695
Weymouth.....	10,570	2,066	2,216	1,677	58	41,517
Woburn.....	10,931	2,300	2,428	1,940	54	56,386
Worcester.....	58,291	12,286	11,837	8,235	223	183,652

a For the sake of uniformity, as before, the figures here given for both years are from the State reports. Those from returns may be found in Table II, appendix.

Statistics—Continued.

1883-'84.

Cities and towns.	Population, census of 1880.	Children of schoolage.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Attleborough.....	11,111	1,140	2,300	1,545	63	\$29,944
Beverly.....	8,456	1,505	1,491	1,166	36	19,836
Boston.....	362,839	65,512	65,000	43,565	1,191	1,907,585
Brockton.....	13,608	2,775	3,257	2,370	61	48,384
Brookline.....	3,057	1,459	1,612	1,196	47	63,924
Cambridge.....	52,669	10,490	9,691	7,523	230	194,105
Chelsea.....	21,782	4,406	4,582	3,247	78	71,329
Chicopee.....	11,286	1,909	1,530	922	42	26,439
Clinton.....	8,019	1,745	1,657	1,351	42	23,208
Fall River.....	48,961	11,128	10,443	6,726	194	152,663
Fitchburg.....	12,429	2,620	2,841	2,094	72	46,956
Gloucester.....	19,329	4,043	4,145	3,263	107	56,144
Haverhill.....	18,472	3,651	3,270	2,472	98	84,447
Holyoke.....	21,915	5,234	3,768	2,049	79	63,976
Lawrence.....	39,151	6,896	6,233	4,418	135	103,629
Lowell.....	59,475	10,734	9,686	6,168	176	231,220
Lynn.....	38,274	6,726	6,405	5,018	123	118,572
Malden.....	12,017	2,662	2,313	1,595	56	43,501
Marlborough.....	10,127	2,053	2,218	1,625	58	26,866
Medford.....	7,573	1,439	1,475	1,184	33	34,265
Milford.....	9,310	1,750	1,764	1,308	41	22,800
Natick.....	8,479	1,572	1,771	1,356	50	22,122
New Bedford.....	26,845	4,288	4,470	3,700	120	85,378
Newburyport.....	13,538	2,681	1,836	1,113	42	25,988
Newton.....	16,945	3,564	4,002	2,904	104	147,157
North Adams.....	10,191	2,720	2,484	1,734	54	24,502
Northampton.....	12,172	2,463	2,540	1,751	78	37,665
Peabody.....	9,028	1,795	1,907	1,323	48	24,477
Pittsfield.....	13,364	2,995	2,881	2,067	82	34,701
Quincy.....	10,570	2,446	2,370	1,681	50	42,347
Salem.....	27,563	4,913	3,592	2,928	92	123,628
Somerville.....	24,033	5,478	5,728	4,191	106	91,657
Springfield.....	33,340	6,566	6,070	4,423	130	118,733
Taunton.....	21,213	3,690	4,563	2,644	80	44,956
Waltham.....	11,712	2,578	2,597	1,930	62	71,843
Westfield.....	7,587	1,539	1,545	1,071	57	22,689
Weymouth.....	10,570	1,973	2,237	1,744	61	32,777
Woburn.....	10,931	2,817	2,528	1,910	54	39,444
Worcester.....	58,291	12,721	12,104	9,082	239	230,714

ADDITIONAL PARTICULARS.

Attleborough, with 52 fewer school youth than in 1881-'82, showed in 1882-'83 an increase of 142 in enrolment, of 219 in average daily attendance, and of \$7,165 in expenditure for schools.

In 1883-'84 there was a large loss in school youth, a slight one in average attendance, and one of \$10,138 in expenditure, but a gain of 76 in enrolment and of 9 in teachers.

Beverly a little more than held its own from 1881-'82 to 1882-'83, and in 1883-'84 shows a gain of 27 in school youth, of 31 in enrolment, and of 20 in average daily attendance.

Boston public schools, with a fair increase at all points in 1882-'83, made in 1883-'84 an advance of 1,086 in school population, of 3,000 in enrolment, of 665 in average daily attendance, of 16 in teachers, and of \$27,339 in expenditure. The schools taught during the year were 1 normal, 10 Latin and high, 51 grammar, 450 primary, and 22 special schools; in all, 534. Of the 1,250 teachers in these schools, 1,066 were females. For the schools there were 159 school-houses, with 60,558 sittings, school property being valued at \$7,792,650. The schools were in session the full 206 days of the school year. The per cent. of enrolment on school population is 99.32, the school age being 5-15.

The estimated enrolment in private and church schools was 7,319, which, added to the number in the city schools, makes 6,807 more in school than the whole number of school age, or 111.39 per cent. The per cent. of average attendance to enrolment is 74.72. The large increase in expenditure over 1883 was in part an additional appropriation of \$2,500 for a manual training school organized this year, and \$60,000 for the purchase of free text books, required by a recent law. Of the 535 pupils in the Latin schools, 30 boys and 13 girls completed the entire course and 23 boys and 3 girls entered Harvard College or the Annex with honors. The experiment of a manual training school, first introduced in 1883, has been successful, 200 boys coming from the grammar schools to

constitute the class. Each student had two hours of instruction weekly in alternation with the regular school work. Attendance is not compulsory. This shop work is regarded by the apprentices as a recreation, and the interest exhibited is marked, the boys remaining longer than is required. The practical results appear in the skill displayed in applying to carpentry and cabinet work the rules of drawing and dimension which they have learned at school. Evening schools continue to hold an important place in the school system. While the elementary classes show a falling off of 87, the evening high school increased 306, there being 1,642 registered in March, 1884. The interest in this school is said to have been great, and yet irregularity of attendance, caused largely by the want of competent teachers, reduced the average attendance to 832. During 1882-'83 there were 9,614 days of substitute teachers' service rendered in the schools.

By order of the school committee, May, 1883, the board of supervisors revised the courses of study for the primary and grammar schools, aiming to simplify and rearrange the matter embraced in the course, to reduce the amount of work in each year and in each branch of study, to reduce the number of topics, and to make a better distribution of time. A committee reported 3,667 truants and urged the removal of the truant school from Deer Island to some suitable location under the care of the school committee, with an industrial department.

The school committee say that the public education of Boston is fast outstripping all private schools in variety and scope; that military exercises for boys and sewing for girls are no longer novelties; that boys are taught skilled manual labor and industrial drawing, not only in regular classes, but in 13 special schools, from which last drawings have been sent to the New Orleans Exposition, the equals of which could hardly have been produced by the best drawing schools of thirty years ago.

Brocton in 1883-'84 shows an advance over 1882-'83 of 211 in school population, of 424 in enrolment, of 240 in average attendance, of 7 in teachers, and of \$14,363 in expenditure; of the pupils enrolled, 72.77 per cent. were in average daily attendance.

Brookline shows gains over 1882-'83 of 153 in school population, of 38 in enrolment, of 43 in average attendance, and of \$23,876 in school expenditure, this last due to the addition of two rooms to one school building and the erection of a school, at an expense of \$24,500, raising the value of school property to \$121,800. The usual evening school was sustained by an appropriation of \$500, with an average attendance of 30. A new enterprise was the opening of an industrial vacation school, continuing 8 weeks and offering instruction in elementary carpentry and joinery, with applications. Beginning July 9, 1883, it had 21 regular pupils who made satisfactory progress, 12 others that entered being dropped because of irregular attendance.

Cambridge, with advance at almost all points in 1882-'83, shows in 1883-'84 an increase of 120 in enumeration, of 296 in registered attendance, of 292 in average attendance, and of \$18,662 in expenditure. This is all the information at hand, no city report having been received.

Chelsea in 1883-'84 gained 622 in school youth and 79 in average attendance, but lost 132 in enrolment. An increase of \$10,332 in expenditure is partly accounted for by the furnishing of additional accommodations for an increasing school population, a new building opened February, 1884, not supplying even the then present want. Though there were 14 school buildings, valued at \$435,000, 3 additional new ones were required. The city maintains 77 schools: 1 high, 38 grammar, 36 primary, and 2 evening schools, one of the last devoted entirely to drawing. These evening schools enrolled 375, of whom 75 were in the drawing school, making a total enrolment of 5,111 in all public schools.

Chicopee in 1883-'84 had 10 school buildings, with 1,590 sittings, all school property being rated at \$98,885. With 115 fewer school youth, there was an increase of 55 in enrolment, of 77 in average attendance, and of \$3,984 for schools. These were 2 high, 2 grammar, 3 intermediate, 7 primary, 2 ungraded, and 2 evening drawing schools, one of these last with 41, the other with 39 sessions, and the aggregate attendance in both was 497. There are also 2 free evening drawing schools in which instruction is given in geometrical and scale drawing, mechanical or architectural designs, tinting, shading, &c. In 2 parochial schools there were 1,065 pupils.

Clinton in 1882-'83, under a new superintendent, reorganized its schools, introducing music into the primary classes under a special teacher. In 1883-'84 a report shows 12 school buildings for the enrolment of 1,657, with but slight changes since 1882-'83. Schools are classed as high, grammar, and primary.

Fall River, losing at some points in 1882-'83 but gaining anew in 1883-'84, reports for that year 38 school buildings, with 9,363 sittings for its 11,128 school youth.¹ Of this number, May 1, 1883, 1,131 were found in private and parochial schools, 1,643 at work in mills, and 1,425 neither at work nor at school, leaving 6,929 in school; yet 93.84

¹ Fall River has long needed a new high school building, and on the 5th of February, 1883, it gratefully accepted from Mrs. Mary B. Young an offer to erect and furnish, at her own expense, an edifice for that purpose, with spacious grounds, in a beautiful location, and with ample apparatus, the whole to be a memorial of a deceased son.

per cent. of school youth were enrolled in the city schools and 64.4 per cent. of the enrolled were in average attendance. The day schools are high, grammar, intermediate, primary, and suburban.

A uniform advance appears in these schools from 1882-'83 of 1,163 in school youth, of 201 in enrolment, of 252 in average attendance, and of \$21,917 in outlay, the city expending \$29,488 for a new school-house and repairs which added 350 school sittings. Truancy was held in check by the vigilance of truant officers better than in any previous year. Of the 219 truants, all but 9 were restored. Fall River was the first to adopt the plan of free text books under the permissive law of 1873, made imperative on school boards from August, 1884. The average daily attendance since the adoption of this plan by the city has gained 49 per cent.

The evening drawing school continued its session of 17 weeks in 1883-'84, the class in free hand drawing meeting on 2 evenings a week, with 131 enrolled and 66 in average attendance; while the mechanical and architectural classes met on 2 other evenings, with 42 enrolled and 33 in average attendance. Some of the work was superior to that of last year, while none fell behind. There were 600 drawings to be put on exhibition in the rooms of the school committee.

The city training school in June, 1883, graduated a class of 14 young women, and at the next session 31 entered, 3 by examination and 28 by virtue of their graduation.

Fitchburg in 1883-'84 had 18 school buildings, with 3,128 sittings, valued at \$184,033. There are 287 more sittings than the reported enrolment. The schools (high, grammar, intermediate, secondary, primary, and ungraded) show an increase of 112 in school youth, of 56 in enrolment, and of 117 in average daily attendance. There were 2 special teachers of music, drawing, and penmanship. Under a law of 1883, requiring towns and cities with 10,000 or more inhabitants to maintain evening schools, 2 were opened for common school studies, the first of this class since 1880. An evening drawing school had a session of 71 evenings, 80 pupils entering the mechanical and 60 the free hand classes. The work done is said to have been very satisfactory.

Gloucester in 1883-'84 had 22 school-houses, as in 1881-'82, but in better condition and affording 4,152 school sittings, 111 more than its school youth, 9 more than the city enrolment, and 871 more than the average daily attendance. With a diminution of 76 in children of school age, there was yet a gain of 200 in enrolment and of 254 in average daily attendance. The schools are high, grammar, primary, and mixed. The city council had purchased a lot for a long needed new high school building. The introduction of free text books and stationery took effect at the beginning of the fall term, with an outlay of \$5,600. Music and drawing, under special teachers, are said to have been pursued with improved methods and unusual success. A sewing school held on Saturdays from January to June registered 269 pupils, with an average attendance of 156, under 31 regular and 16 occasional teachers.

Haverhill in 1883-'84 expended for schools \$23,060 more than in 1882-'83, probably for the erection of 3 new brick school buildings, completed and occupied May 1, 1884, which relieved the previous crowded condition of the primary schools. Teachers remained the same in number, but, with 9 more school youth, there was a decrease of 239 in enrolment and of 192 in average daily attendance. Two evening schools, 1 for males and 1 for females, were reported in 1882-'83, but with a rather unsatisfactory attendance. An evening drawing school in the same year is said to have been well attended. A city training school, with 170 to 216 pupils, 2 regular and 16 pupil teachers, was regarded as an important factor in the preparation of teachers for the public schools.

Holyoke in 1883-'84 had 13 school buildings, with 66 occupied and 4 unoccupied rooms, against 12, with 65 occupied and 5 unoccupied rooms, in 1882-'83, an increase of 217 in school youth, of 303 in enrolment, of 289 in average attendance, and of \$6,594 in expenditure for schools. The existence of rooms crowded so as to be detrimental to the health of children was a matter of serious complaint, but one that will probably be soon remedied. The law requiring free text books and stationery, which went into effect at the opening of the year, increased expenses considerably for the time, but will be an eventual economy. A revision of the rules of the board was made, requiring examination in writing for admission to the high school. Evening schools were open in both years, from October 15 to the Christmas holidays, for French, German, and English speaking pupils, with an aggregate enrolment of 808 and an average attendance of 360 in the latter year. An evening drawing school awaited the completion of a new high school building, when it was to open with much improved facilities. Music appears to have been especially well taught. The report of truant officers shows that over 70 per cent. of the children not at work nor in school were under 8 years of age. There were 1,691 enrolled in private and parochial schools, an increase of 163 within the year.

Lawrence, compared with 1882-'83, shows a gain of 198 in school youth and of 29 in enrolment, but a loss of 90 in average attendance, while \$13,168 more were expended for schools. No other information is at hand.

Lowell in 1882-'83 had 92 public schools, consisting of 1 high, 9 grammar, 2 mixed,

and 80 primary. Three special teachers in penmanship, music, and military tactics were employed. Five free evening schools, including a high school, enrolled 1,476, with an average attendance of 534. In the evening drawing school work was done in machine, architectural, modelling, and free hand departments, by 297 students in the spring and 553 in the fall session. Appropriation, \$4,000.

In 1883-'84 the 43 school buildings and property were rated at \$663,760. There was a gain of 404 in school youth and of 82 in enrolment over 1882-'83, but a loss of 100 in average daily attendance. Expenditure for schools was \$33,310 more.

At *Lynn* in 1882-'83 extensive repairs were made on school-houses, improving the sanitary condition of some rooms. Discipline is said to have reached a high standard. Attendance was improved through the exertions of a truant officer, but in spite of all that can be done truancy is sadly prevalent. The continued vigilance of parents, teachers, and truant officers cannot wholly control it. An evening drawing school was largely attended and kept up its former standard of excellence in mechanical, free hand, and stump drawing from models and casts. There were also 21 common evening schools, with an average attendance of 345, under 31 teachers.

In 1883-'84 a well proportioned advance on the previous year was made, there being 244 more school youth, 398 more enrolled, 261 more in average daily attendance, 17 more teachers, and \$24,545 more expended for schools.

Malden in 1883-'84 shows 10 city school buildings and 2,444 sittings, or 217 more than the reported enrolment and 793 more than the reported average attendance. There are gains at all points over 1882-'83: of 185 in youth of school age, of 73 in enrolment, of 80 in average attendance, and of \$5,660 in expenditure for schools. School property was rated at \$195,429. Estimated enrolment in private and parochial schools, 600.

Marlborough fell off, from 1882-'83, 114 in school youth, 147 in enrolment, 65 in average attendance, and \$11,047 in expenditure. The rating of 15 school buildings, with other school property, was \$65,300. There were 200 attending private and parochial schools.

Medford in 1883-'84 gained 47 in school population, 53 in enrolment, 32 in average daily attendance, 2 in teachers, and expended for schools \$5,748 more than in 1882-'83.

Milford had 11 fewer school youth, 390 fewer enrolled, and 38 fewer in average attendance than in 1882-'83, though \$942 more were expended for schools. Of the 41 teachers, 13 had attended normal schools. The 19 school buildings had 2,414 sittings; valuation, \$78,500. Two special teachers in evening schools were employed. Enrolment in private and parochial schools, 290.

Natick reports only statistics, which show, as compared with 1882-'83, a loss of 72 school youth and of 10 in average daily attendance, a gain of 94 in enrolment, and a decrease of \$5,078 in expenditure for schools. Of the 23 teachers who had attended normal schools, 19 had graduated.

New Bedford in 1883-'84 gained 205 in youth of school age, but lost 290 in enrolment and 84 in average attendance, expending for the year \$14,570 less. The 24 school buildings, with other property, were rated at \$399,600. Of the 120 teachers, 3 were special, in music, drawing, and sewing, and 29 had attended and were graduates of normal schools.

Newburyport, giving few statistics for 1883-'84, shows a gain of 70 in school youth, but a decline of 256 in enrolment, of 20 in average daily attendance, and of \$3,219 in expenditure for schools. Of its 42 teachers, 8 had attended normal schools.

Newton, in the same year, shows an advance of 106 in school youth, of 243 in enrolment, of 107 in daily attendance, and of \$53,322 in expenditure for schools. Of its 104 teachers, 44 had attended normal schools, 32 being graduates.

North Adams barely held its own in 1883-'84, gaining only 42 in school youth and 56 in average daily attendance, while it lost 8 in enrolment and expended for schools \$20,865 less than in the previous year. Of its 54 teachers, only 2 had attended normal schools. Its 12 school buildings, with other school property, were rated at \$142,000. No evening schools are reported. In private and parochial schools were 70 pupils.

Northampton reports gains at all points, except average attendance, where there was a falling off of 79. School youth increased 247; enrolment, 133; and expenditure, \$5,420 over 1882-'83. Of the 78 teachers, 10 had attended normal schools and had graduated. One evening school and one special teacher in music are reported, with 25 school-houses; valuation of school property, \$127,885.

Peabody presents a well proportioned advance on 1882-'83, increasing by 161 its school population, by 289 its enrolment, by 74 its average attendance, and expending \$61 more for schools. Of 43 teachers reported, 17 had attended normal schools, 14 of them graduating. One special teacher in music is reported. School property in 7 buildings was rated at \$116,000.

Pittsfield shows a growth of 263 in school youth, of 40 in enrolment, of 124 in average attendance, and of \$1,141 in school expenditure. Of its 27 school buildings, 21 were for primary schools, 5 for grammar, and 1 for the high school. School property,

\$86,300. One special teacher in music was employed. Only 9 of its 82 teachers had attended normal schools, 4 being graduates.

Quincy, with school youth increased by 132 over 1882-'83, gained but 68 in enrolment and 12 in average attendance, expenditure for schools being only \$825 more. Of 50 teachers, 15 had attended normal schools, 13 graduating.

Salem in 1883-'84 a little more than held its own, gaining but 43 in youth of school age and 98 in enrolment, while it lost 54 in average attendance and 2 teachers. It expended \$50,576 more than in the previous year, partly for furniture, apparatus, and a supply of school books under the new law to that effect. Of 92 teachers, 63 had attended normal schools, 57 being graduates.

Somerville presents for 1883-'84 an advance of 376 in school youth, of 150 in enrolment, and of 186 in average daily attendance, though it expended \$9,968 less. Three special teachers in evening schools and 1 in music were reported. Of the 106 teachers, 20 were graduates of normal schools. School property, including 19 school buildings, was valued at \$362,032.

Springfield for 1883-'84 reported 25 school buildings (1 for the high school, 7 for the grammar, 17 for primary schools), school property having a value of \$552,600. There was an increase over 1882-'83 of 114 in school youth, of 16 in enrolment, of 27 in average attendance, and of \$17,563 in expenditure, largely for school buildings and repairs. Of the 130 teachers (7 more than necessary to supply the schools) 35 had attended normal schools and 26 had graduated. Special teachers in evening schools, music, drawing, and penmanship were employed. Enrolled in private and parochial schools, 500.

Taunton in 1882-'83 had 31 public school buildings, with 4,501 sittings, affording ample accommodation for its 4,353 youth enrolled and the 2,853 in average attendance. Entire school property was rated at \$220,000. Two special teachers for evening schools and 1 for music were employed. Enrolled in private and parochial schools, 152.

The report for 1883-'84 shows that, while school youth fell behind 177 and average daily attendance 91 from 1882-'83, there was an increase of 559 in enrolment and of \$11,807 in expenditure for schools.

Waltham progressed from 1882-'83, showing an increase of 229 in youth of school age, of 77 in enrolment, of 79 in average attendance, and of \$34,318 in expenditure for schools. School property, including 13 buildings, was rated at \$261,000. Of the 62 teachers, 18 had attended normal schools and 12 had graduated.

Westfield, with 162 more school youth than in 1882-'83, fell off 124 in enrolment, 105 in daily attendance, and \$3,006 in expenditure for schools. Of 57 teachers employed, 31 had attended normal schools and 21 had graduated.

Weymouth in 1883-'84, losing 33 in school youth, gained 21 in enrolment and 67 in daily attendance, but expended \$8,740 less for schools. It had 21 school buildings, with sittings for 2,500, amply providing for its enrolment. School property was rated at \$143,500. There were 61 teachers employed, 7 of whom had attended normal schools and 3 had graduated. No special teachers are reported. Private and parochial schools enrolled only 30.

Woburn in 1883-'84 gained 17 in school population and 100 in enrolment, but lost 30 in daily attendance. It expended \$3,058 more for schools than in the previous year. Of the 54 teachers employed, 6 were graduates of normal schools.

Worcester reported in 1882-'83 41 school buildings, 1 for high, 28 for grammar, and 12 for primary schools. These, with 11,658 sittings, seem to provide amply for the enrolment and average daily attendance, exceeding the latter by 3,423. Special teachers in evening schools, music, and drawing were reported. Estimated enrolment in private and parochial schools, 1,500.

The advance in 1883-'84 was 435 in school youth, 267 in enrolment, 847 in daily attendance, and \$47,062 in school expenditure. Of 239 teachers, 162 were graduates of normal schools.

KINDERGÄRTEN.

There were in the State, as reported in 1883-'84, 41 Kindergärten of all grades. Of these, 21 were in Boston, 2 in Brookline, 5 in Cambridge, 2 in Cambridgeport, 1 in Chelsea, 1 in Florence, 2 in Jamaica Plain, 1 at Northampton, 4 in Roxbury, and 1 each in South Boston and West Newton.

The existence of these schools is largely due to a spirit of womanly charity. The *Albany Street Kindergarten and Nursery*, Boston, was founded and supported by Mrs. Quincy Shaw, daughter of the late Louis Agassiz. The building being ready, Mrs. Shaw, with her assistants, gathered the poor children in and cared for, amused, and instructed them while their mothers went out to work. The nursery contained the babes of workingwomen. It is said that Mrs. Shaw has founded and supported 30 similar institutions, placing them where the poor are the most numerous, as they are entirely for the children of workingwomen.

The *Florence Kindergarten* owes its origin and maintenance to the generosity of Samuel L. Hill, a Friend. He first opened his parlors by way of experiment, embracing in

his care not only the children of the well to do, but also those whose lives had been overshadowed by the ignorance and poverty of parents. Pleased with the result, he erected a substantial building for the school and opened it in December, 1876. From December to April a large covered vehicle, prepared for the purpose, carries the children to and from school, thus securing regular attendance. During 1884 there were more than 80 children in attendance.

For further information and statistics of these schools, see Table V of the appendix; for a summary of same, the report of the Commissioner preceding.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

Every teacher of a town or district school is required, before opening such school, to obtain from the school committee a certificate of qualification in duplicate, one to be deposited with the selectmen of the town. Until this is done, the teacher has no authority to teach or control a school nor any legal title to wages.

STATE NORMAL TRAINING.

The State in 1883-'84 continued its aid to 6 schools for normal training, 5, at Bridgewater, Framingham, Salem, Westfield, and Worcester, to prepare teachers for the public schools, and 1, the Art Normal School, Boston, to prepare art teachers for cities and chief towns. The course of study of this last covers 4 years. Each of the other 5 schools has 2 courses, 1 of 2 years for those who propose to teach in lower schools, the other of 4 for such as aim at higher grades. The schools at Framingham and Salem are for females; the others, for both sexes. In the Salem school, during 1883-'84, 4 classes of 12 scholars each and 1 of 6 were engaged in practice with hand tools. The State report expresses the belief that the time has come when this branch of instruction should have a place in the curriculum of all the normal schools of the State. The attendance on these 5 schools during the year was 794; graduates, 184. Of teachers in public schools 2,744 have attended these normals, while 2,240 graduated from them. About 98 per cent. of the graduates teach after leaving the schools and four-fifths of the number teach in the schools of the State.

Attendance in the Normal Art School for 1883-'84 was 123, of whom 3 graduated and 26 received certificates. An enlargement of the course went into effect during the year.

OTHER NORMAL TRAINING.

When the State board of education is satisfied that 50 teachers of public schools desire to unite in forming a teachers' institute, it may proceed to organize the institute. To defray the necessary expenses and to procure teachers and lecturers, a sum not exceeding \$3,000 may annually be paid. Under this law, up to the close of 1883, institutes had been held in 193 towns. During 1883-'84 there were held 35, representing 152 towns, with an attendance of 2,770.

Normal training was continued in the Boston Normal School, the Fall River and the Lawrence City Training Schools; in Wellesley College, and also to some extent at Harvard in vacation schools; in Cushing Academy, Ashburton, and the Kindergarten of Miss Garland and Miss Weston, Boston.

For further statistics of these and other schools of like character, see Tables III and V of the appendix; for summaries of same, the report of the Commissioner preceding.

EDUCATIONAL JOURNALS.

The excellent Journal of Education, Boston, weekly, continued its regular issues from volume XVI, June 29 to December 28, 1882, to the close of volume XIX, June 19, 1884, each volume containing over 400 pages. The first half of each issue is largely devoted to educational ideas and methods; the second, to educational news. Other publications from the same office were: Education, a bimonthly octavo, for the discussion of the science, art, and literature of education, in its fifth volume; The Public Schools, a monthly quarto, for presentation of principles and methods of teaching, in its third volume. The Primary Teacher has been replaced by The American Teacher, a monthly quarto, with a wider range of view and much useful matter in relation to Kindergärten. Good Times no longer appears.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Any town in the State may establish a high school for instruction in the higher English branches. Towns with 500 families or householders must have such schools ten months each year for ordinary high school studies, and towns of 4,000 inhabitants

must add instruction in Greek, French, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy. In 1884, with only 157 towns and cities of over 500 families, 210 maintained high schools (53 of them voluntarily), 8 towns supported 2 each, and Boston 11, making in the State 228 of the first class; while 85 towns and cities with upwards of 4,000 inhabitants were required to furnish instruction in Greek, French, and other advanced studies, and 15 to 20 more did furnish such instruction voluntarily. The whole number of pupils in the 228 schools in 1883 was 20,012, including many who had not studied high school branches. Of these 228 schools, 153 are reported as regularly organized, with 14,955 pupils, of whom 6,422 were boys and 8,533 girls. Nearly twice as many girls as boys receive the benefit of the full high school course.

OTHER SECONDARY SCHOOLS.

The number of academies reported to the State authorities for 1883-'84 is 75, an increase of 5; the number of pupils in them, 9,132, a decrease of 19. The estimated amount of tuition fees received was \$472,994, an increase of \$21,148. For statistics of secondary schools, outside the State system, reported to this Bureau, see Tables IV, VI, and VII of the appendix; for a summary of these statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

There are still 7 institutions of this class reporting for 1882-'83 and 1883-'84: Amherst College, Amherst (Congregationalist); Boston College (Roman Catholic), and Boston University (Methodist Episcopal), both in Boston; Harvard University, Cambridge (non-sectarian); Tufts College, College Hill (Universalist); Williams College, Williamstown (Congregationalist); and College of the Holy Cross, Worcester (Roman Catholic). All report classical collegiate courses of 4 years and most of them various other courses.

Harvard University, during the two years under review, continued the advancement of its standard of admission and studies. The meetings of the faculty were chiefly occupied with the discussion of proposed changes, the problem being to devise a plan which should give modern studies an opportunity to show their worth as a preparatory training for liberal education without endangering the position of old studies whose value has been proved by long experience. As a beginning, it was decided that the freshman year should be largely elective, the studies to amount to 23 full courses, of which $13\frac{1}{2}$ were to represent the old prescribed work. This scheme of freshman studies was adopted only for 1883-'84 as an experiment, subject to future consideration and such changes as experience might suggest. It was also proposed that the conditions of admission be so changed as to insure in preparatory schools greater attention to the study of English literature, including the history of England and of the United States; that English composition be made a part of the work of the freshman course, and that more practice in it be required throughout the course; that honors for success in these be given at graduation; and that more attention be devoted to elocution. Besides important changes made in existing ones, several new courses were established, making in all 156 courses offered in 1883-'84. The appointment of an assistant professor in political economy in 1882-'83 enabled the faculty to double the amount of instruction in a subject now pursued with great zeal by large numbers of students; new provision was also made for professional and scientific students to reach the master's degree. In ancient and modern classics 43 evening readings were given by instructors in 1882-'83. The gifts to the university for immediate use amounted to \$63,000 in 1882-'83 and to \$81,346 in 1883-'84.

Boston University, in its college of liberal arts, besides arrangements for full collegiate studies, makes provision for admitting as candidates for the degree of PH. B. persons unable to take the full course in arts but desiring to fit themselves for the professional schools of the university. Like provision is made for mature students who wish to pursue studies for the degree of A. B. with greater thoroughness or in another order than the regular 4-year course will allow. Special students of mature age and proper qualifications may also be admitted to instruction in the college of liberal arts.

Amherst College in 1883-'84 still adhered to its specialty of student government. Persons not wishing to pursue the 4-year course for the degree of A. B. may carry forward a select course under due direction. Resident graduates may pursue an extended course in any department. Degrees are conferred only on clear evidence of qualifications. Gymnastic exercises are conducted under a professor of hygiene. Libraries in the college contained 43,000 volumes.

Tufts College is said to have been in most hopeful condition in 1883-'84. Recent gifts have provided for the erection of a natural history museum, a gymnasium, and for important alterations in the main building. A 3-year course in electrical engineering

was added to the former one in engineering. Special honors are still conferred on any senior of the regular or philosophical course who excels in natural history, physics, chemistry, mathematics, philosophy, modern languages, and classics. The degree of A. M. is conferred, as at Amherst, only on graduates of known qualification, but the required course for it, after graduation, is only half what it is there.

Williams College in 1833-'84 offered 9 elective studies to the senior class, each student to elect 2 and to pursue them from September to June. Instruction in a part of these was given twice a week; in the others, thrice a week. The apparatus for the study of astronomy now consists of an observatory, a transit instrument, a sidereal clock, a refracting telescope, and a meridian circle, with its special observatory. In the natural history department provision is made for a scientific expedition every fourth year.

Boston College and the *College of the Holy Cross* retained in 1883-'84 the same rudimental, preparatory, and collegiate arrangements noticed in previous reports.

For statistics of these institutions, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The 11 schools of this class reporting show no special changes. Smith and Wellesley Colleges confer the degree of A. M. on graduates of at least 2 years' standing. Lasell Seminary continues its annual course of object lessons in cookery, with increased interest on the part of students and parents. Gannett Institute has added several new studies to its graduate course. Bradford Academy has special courses for those who cannot take the regular course.

For statistics of these schools, see Table VIII of the appendix; for a summary of the same, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

No essential changes appear in the course of study in the *State Agricultural College*, Amherst, or in the *Bussey Institution of Harvard University*, both fully noticed in the report for 1881. The legislature of 1883 appropriated \$10,000 to aid the former in providing for the theoretical and practical instruction required by the charter, and by the same act established 80 free scholarships, to be at the disposal of the State senators.

The *Massachusetts Institute of Technology* in 1883-'84 not only retained its courses of three years in engineering, geology and mining, architecture, chemistry, metallurgy, natural history, physics, and electrical engineering, but had largely increased its facilities for study. A distinguishing feature of the institution is the prominence given to laboratory and shop work, with field practice, experiment, and research. For this work in 1882-'83, the accommodations were very limited. Now ample and well lighted room is provided for laboratory work, mechanical engineering, and applied mechanics. A new building for mechanical art shops furnishes rooms covering 20,000 square feet of floor surface, in which have been placed 40 carpenters' benches; 37 wood lathes; 32 blacksmiths' forges, with anvils and vises; 22 engine and 15 speed lathes for working metal, with a full equipment of planes, shapers, milling machines, and other apparatus from the best machine shops in the country. Students in all departments in 1882-'83, 516; in 1883-'84, 557.

The *Lawrence Scientific School of Harvard University* continued in 1883-'84 its 4 courses in engineering, in chemistry, in natural history, and in mathematics, physics, and astronomy, each of 4 years. It confers the degrees of civil engineer and bachelor of science.

The *Worcester County Free Institute of Industrial Science* is especially designed for those who wish to prepare for work as mechanics, civil engineers, chemists, and designers. Students selecting mechanical engineering go to a workshop, which, originally designed for only 20 students, is now doubled in capacity and furnished with all the facilities for this work, from the first elements up to the building of machines. The course for this department covers 3½ years; that of all others, 3 years of 42 weeks each. More than 80 per cent. of the graduates are engaged in occupations for which their training in the institute specially fitted them.

The *Boston University School of All Sciences*, a department for elective graduate study, offers courses in mathematics and the natural sciences, including calculus, mathematics, quaternions, biology, zoölogy, chemistry, physics, botany, and the physiology of the vertebrates, with what laboratory work the student may choose.

Besides the above there were, as noted in 1881-'82, opportunities for scientific culture in the monthly meetings of the *American Academy of Arts and Sciences*, the weekly meetings and laboratory instruction of the *Boston Society of Natural History*, in the *Peabody Museum of American Archaeology and Ethnology*, and in the museum and sum-

mer school of biology connected with the *Peabody Academy of Science*, Salem. No information has been received respecting the last named institution for the 2 years under consideration.

PROFESSIONAL.

Theology was taught in the 2 years under review in 7 schools with the usual courses of 3 years, mostly following a collegiate course, without evidence of which an examination was required for admission. These schools were the Andover Theological Seminary (Congregational); Harvard Divinity School, Cambridge (non-sectarian); Episcopal Theological School, Cambridge (Protestant Episcopal); Boston University School of Theology (Methodist Episcopal); Tufts College Divinity School, College Hill (Universalist); Newton Theological Institute, Newton (Baptist); and New Church Theological School, Waltham (Swedenborgian). In the Roman Catholic diocese of Springfield there were 50 ecclesiastical students in 1883 and the same number in 1884, probably at the College of the Holy Cross, Worcester.

For statistics of these schools in the 2 years above mentioned, see Table XI of the appendix; for summaries of the same, the report of the Commissioner preceding.

Legal studies were still pursued in 3-year courses in the law schools of the Boston and Harvard Universities. Both admit graduates of colleges without examination; all others must furnish evidence of qualification for pursuing the studies of the course or for whatever advanced standing may be desired, those alone being excused who wish to pursue select studies without reference to a degree. Harvard confers the degree of LL. B. cum laude on those who pass the whole honor course of 3 years. Boston offers the same degree cum laude to those whose average is 85 per cent.; to such as reach 90 per cent., magna cum laude; and summa cum laude where the average reaches 95 per cent.

For statistics, see Table XII of the appendix; for a summary of them, a like table in the report of the Commissioner preceding.

Medical.—The 2 regular medical schools of the State are that of Harvard University and the College of Physicians and Surgeons, Boston; besides which is the Boston University School of Medicine (homeopathic).

The courses of these 3 schools are of a high standard, all requiring a 3-year graded course, the Harvard of 34 weeks annually and the others of 30 weeks, while the Harvard and homeopathic schools recommend 4 years, the former offering the degree of M. D. cum laude to those who complete the 4-year course. For admission, all require evidence of a collegiate or scientific education at some recognized institution or a satisfactory examination. For graduation, all show the usual requirements of age, good moral character, evidence of 3 or 4 years of study, and passage of the required examinations.

Dentistry continues to be taught in the Harvard University Dental School and in the Boston Dental School, both showing the usual courses and requirements for admission and graduation.

Pharmacy is taught in the Massachusetts College of Pharmacy, Boston, with a 2-year course of 6 months each year and the usual requirements of such institutions for admission and graduation.

For statistics of all these schools, see Table XIII of the appendix; for a summary of them, a like table in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

SOCIETY FOR THE ENCOURAGEMENT OF HOME STUDIES.

This association furnishes those who have not been able to pursue continuous studies at school means to complete such studies at home by monthly correspondence through a staff of teachers. In the 11 years of its existence 1,179 women, engaged in family or other duties at their homes, have obtained positive and permanent gain in mental discipline. Of the 672 students in 1883-'84, 123 were teachers by profession; 320 were new members; 431 persevered. The highest rank was taken by 205; the second, by 249; the third, by 37. A staff of 201 volunteer teachers carried on the work, only 2 salaried assistants being employed. Of these 201 helpers, 54 taught history; 38, science; 19, art; 7, German; 15, French; 69, English literature; and 6 were heads of these departments. The work of the association embraces 38 States, 1 Territory, and Canada. During the year 20,000 documents were sent through the mail, 6,283 letters were written to students, and 5,740 were received from them. Of 1,525 volumes in the library of the society, 1,214 were circulated during the year. Funds come from tuition fees and donations, the latter in 1884 amounting to \$2,981; expenditure, \$2,353.

TRAINING IN MUSIC, ORATORY, AND LANGUAGE.

The *New England Conservatory of Music*, Boston, Dr. E. Tourjée, director, has long taken rank among the foremost of its class in New England and is said to be now the largest of its kind in the world, having sent forth in the 20 years of its existence more than 30,000 graduates.

In 1883-'84, there were, under 100 teachers, 1,949 students, representing 37 States, 6 British provinces, and 3 foreign countries. There are separate schools for the piano, organ, voice, violin, orchestra, and band instruments; attention is given to the art of conducting concerts for church music, oratorio work, training of teachers for public schools, common and higher English branches, modern languages, elocution, fine arts, and physical culture. The erection of an elegant hall after the best European models is contemplated, for which the famous Music Hall organ has been purchased.

The *Boston University College of Music* presents a 3-year course for students of average proficiency in the best American conservatories of this art. It is therefore essentially a graduate course, and those that enter must prove their acquaintance with the elementary principles of music and have a correct ear and a reasonable degree of skill. In 1884, it shows 19 professors and teachers and 35 students.

The *Wellesley College School of Music*, Wellesley, Charles Morse, director, occupies an entire building of 38 music rooms, for teaching and practice, with a hall for choral singing, floors, partition walls, and doors being deadened. It offers 3 full courses in music, each extending through 5 years, viz, piano, organ, and voice training. In 1883-'84 there were in this school 148 students.

From the *Boston Conservatory of Music*, Julius Eichberg, director, there is no definite information.

Elocution and visible speech were taught by M. L. Alonzo Butterfield, at 446 Shawmut avenue, Boston; elocution and voice culture, by Miss Marvete E. Eddy, at 175 Tremont street, with special reference to teachers' needs; instruction in elocution, by Walter K. Forbes, 147 Tremont street.

There are also the *Boston School of Oratory*, R. R. Raymond; the *Blish School of Elocution*, G. W. Blish; the *New England Conservatory of Music, Department of Elocution*, Samuel R. Kelley; the *Monroe Conservatory of Elocution*, Dr. C. W. Emerson; and the *School of Elocution and Expression*, Miss Anna Baright. Mr. Moses True Brown, M. A., professor of oratory at Tufts College, held there, in 1883, a *Summer School of Oratory*, and was to hold another at the same place, beginning July 9, 1884, and continuing 5 weeks.

TRAINING IN ARTS AND TRADES.

There are special schools in Boston which give this instruction, of which the following are noticed:

The *New Art School*, 161 Tremont street, under Frank M. Cowles, aims to develop the artistic individuality of pupils by encouraging their special talents and tastes. Instruction is given by one teacher in figure painting from the flat, cast, or life; by another, in still life, flowers, and composition; by a third, in drawing still life, water colors, and perspective. There are also lectures and evening classes, separate classes for life models, and object studies for both ladies and gentlemen.

The *School of Art at Wellesley College*, Wellesley, has a 5-year course embracing in the first year what relates to form; in the second, light and shade; in the third and fourth, color; in the fifth, drawing and painting from life. Lectures are given during the course on ancient, classic, and modern art, science of perspective, composition, and style. In the regular college classes there is free instruction in art 2 hours a week during one college year, and further private lessons to such as desire.

Mrs. Hemenway's Vocation School of Industrial Training for Girls was opened during the school vacation of 1883, in the Star school house on Tennyson street, as an experiment, the idea being to gather a class of poor girls who are kept in the city during the summer months and to add to their public school education industrial instruction. A trial during two summers was sufficient to show that a great lack in education had here been provided for. The girls, averaging 16 years of age, were taught needlework, clay modelling, light cabinet work, the details of housekeeping, and economical marketing.

Mrs. Lincoln's Boston Cooking School, at 158 Tremont street, was said, in 1883, to be the only one of its kind in America, as it provided instruction for those who wished to earn their living as cooks. Applications for graduates of this school were received from States as distant as California, one coming from Constantinople. Large classes from the city and State hospitals took special courses to fit them for caring for the sick; there was also a class from the Harvard Medical College.

From the *Boston Cooking School of the Woman's Educational Association*, heretofore reporting, no information is at hand. Miss Parloa has transferred her work from Boston to New York and the West.

There are 3 *training schools for nurses* in Boston: one attached to the Massachusetts General Hospital, one to the Boston City Hospital, and one to the New England Hospital for Women and Children. For statistics, see Table XVII.

EDUCATION OF THE DEAF AND DUMB.

The State provides for the education of its deaf and dumb in the American Asylum, Hartford, Conn., the Clarke Institution, Northampton, Mass., and the Horace Mann School, Boston.

At the *Clarke Institution* instruction is given only by means of articulation, lip reading, writing, and reading. For school training there are primary, grammar, and high school courses of study. Of the older boys 21 were instructed in cabinet work, with encouraging proficiency. A special feature in the work of the year was an improved method of dealing with beginners, in giving 2 or 3 months to articulation and lip reading of elementary sounds and combinations, which was followed by learning of language, always spoken before written. At the close of the year such pupils had a vocabulary of 600 or 700 words. The substitution of the word "mute" for "dumb" is urged as describing this class of unfortunates. Received from the Clarke fund, \$16,885; from the State, \$14,501. For statistics, see Table XVIII of the appendix.

The *Horace Mann School*, a public school of Boston, in charge of the school committee, differs from the other institutions of its kind in being a day school, which, it is claimed, has some advantages in the influence of home surroundings. The work of the school has been similar to that in previous years, with a few changes suggested by experience in the same line as those spoken of in the Clarke Institution, chiefly in the younger classes. Enrolled during the year, 88, 51 from Boston, 36 from adjacent towns, and 1 from another State, leaving at the close of the year 82 pupils.

At the *New England Industrial School for the Education of Deaf-Mutes*, Beverly, instruction is given in articulation and lip reading, with good results, in connection with the use of signs, which is regarded as facilitating the teaching of the art of speaking. Articulation will hereafter be made the special feature. Attendance during the year, 20, 12 boys and 8 girls, as in 1883. The boys have done good work on the farm; the girls have done house work and sewing, some having learned the use of the sewing machine. Buildings and grounds have been much improved. As yet there are no shops for boys, but an accumulating fund, it is thought, will soon furnish them.

EDUCATION OF THE BLIND.

The Perkins Institution and Massachusetts School for the Blind gives to blind youth of either sex instruction similar to that given in the best common schools, with such industrial training as can be added. Since 1869, the State annually appropriates \$30,000, for which the school gratuitously educates all such blind indigent children as the governor may designate. Reading by touch is encouraged by all possible means. One evening in the week is devoted by most of the pupils to the perusal of works of various kinds in embossed types, including history, biography, poetry, science, philosophy, and belles lettres. Music is also carefully taught. All advanced pupils take lessons in the normal classes, where they learn the best methods adopted in their profession. For statistics, see Table XIX of the appendix.

EDUCATION OF THE FEEBLE-MINDED.

Feeble-minded youth receive training in the State school at South Boston and in the private one at Amherst, those heretofore noted at Barre and Fayville not reporting for the two current years.

The *Massachusetts School for the Feeble-Minded*, South Boston, gives free instruction to children of the State whose friends are unable to pay for their care. Thus far it has only attempted to provide for children, keeping them from 2 to 3 years, which, in the majority of cases, has proved sufficient to effect a marked improvement in their mental and physical condition. School, workshop, sewing room, drill, and hours of recreation combine their influences for good. Of 144 inmates, 55 were girls; 89, boys. A farm was bought and stocked during the year and 16 of the older boys were transferred to it. The legislature, at its last session, established a department of the school as an asylum for idiots who are beyond school age.

The *Family School for Delicate and Nervous Children*, Amherst, opened March, 1883, offers a home and suitable training for children who have been enfeebled by disease or rendered backward and belated in habits of mind and body by constitutional peculiarities. For statistics, see Table XX of the appendix.

CHARITABLE AND REFORMATORY INSTITUTIONS.

The State supports, in whole or in part, 3 institutions of this character.

The *State Primary School*, Monson, takes both sexes from 3 to 15 years of age, and under industrial and Christian training prepares them to be put into homes in the country, while the feeble ones are retained in the school. In 1883, there was a total of 727 inmates; in 1883-'84, 644. The children behaved better than in any previous year.

By vote of the legislature of 1884 the *State Reform School*, after September 30, takes the name of the *Lyman School for Boys*, Westboro', in recognition of an endowment of \$72,500, made by Hon. Theodore Lyman, at whose suggestion the age for commitment is limited to 15 years, thus excluding such as have become hardened by a course of vice, who have heretofore caused incalculable harm among the younger boys.

During 1882-'83 there were 247 in school; in 1883-'84 there were 274. About one-third of the boys of the better class live in family houses of from 25 to 50 and work

on the land. Each family includes a man, wife, and a female teacher. Here the boys eat at the same table, cook their own food, and have no intercourse with the boys in the main building or in the other families. The others, of the harder class, live in the main building and work in the chair and shoe shops, in the laundry, and sewing room. The schools are said to have been in charge of earnest and faithful teachers and the boys to have made satisfactory progress in their studies.

The *State Industrial School for Girls* was opened at Lancaster, 1856, on the family plan, on which it is still conducted. In 1883 there were 129 inmates in all; in 1884, 165, Girls committed ignorant of almost everything but the vernacular of the streets are retained only for such a time as will seem to justify sending them out strong enough to withstand temptation and earn their living. They are employed in general housework, laundry, and kitchen work, and are taught to make and mend their garments and knit stockings. They are also employed at the lighter work of gardening, fruit picking, gathering vegetables for the families, and care of the driveways and lawns. There have been no escapes from the school, and a feeling of contentment is said to have generally prevailed.

For statistics of private and church institutions caring for neglected and orphan children, see Table XXII of the appendix.

EDUCATIONAL CONVENTIONS.

MASSACHUSETTS STATE TEACHERS' ASSOCIATION.

This body held its thirty-ninth annual session at Boston, December 27-29, 1883, C. P. Rugg, of New Bedford, presiding.

Among the subjects before the general meeting were "The recess question," "What can be done for temperance in our public schools?" and "Why do not more pupils attend our high schools?"

In the high school section, J. O. Noris in the chair, the following topics were discussed: "The inductive method as applied to elementary instruction in Latin" and "Chemistry in the high schools."

In the grammar school section, M. F. King in the chair, the subjects were "Practical work in the school room," "Reading," and "The teaching of history: its aims and purpose."

The primary school section, O. P. Bruce presiding, considered three topics: (1) "How far can Kindergarten methods be adapted to primary schools?" (2) "Expedients found helpful in daily school life," and (3) "The threefold purpose of school life: knowledge, mental activity, and good conduct," followed by another paper on this topic, which stated that the educator creates nothing in the children, but develops wisely what is already in existence; the educator's needs are a "sanctified common sense" and careful professional training for teaching the primary schools.

The general meeting then resumed its session and considered "The moral influence of machinery," "Education of the feelings," and "The great Northwest," when, having elected its officers and passed the usual resolutions, the association adjourned.

ART TEACHERS' ASSOCIATION.

The Industrial Art Teachers' Association of Massachusetts held its second annual meeting at Boston, December 27, 1883, a large number of teachers being present, Henry Hitchings, of Boston, in the chair. The session was opened by an essay on "Teaching drawing in the high schools," by Miss C. Webster, of the Girls' High School, Boston, and was discussed by a large number of the teachers present. Mr. E. Colby, director of drawing in the public schools of Lawrence, then spoke on the question of "Teaching scientific perspective in day schools," taking the ground that it is not advisable, owing to limitation of time and the depth of study required. The president then spoke on "The teaching of design in day schools," stating that at present no such scheme of teaching was authorized in the Boston public schools. A simple and consistent method would be desirable. After a discussion of this topic officers for the ensuing year were chosen and the association adjourned.

MASSACHUSETTS ASSOCIATION OF CLASSICAL AND HIGH SCHOOL TEACHERS.

This body held its seventeenth annual meeting at Boston, April 11-12, 1884.

The subjects for consideration were "English literature in high schools," "The value of modern Greek as an introduction to the study of ancient Greek," "The study of Greek," and "Desirable changes in the programs of secondary schools."

In presenting this subject President C. W. Eliot, of Harvard University, said that we have to take cognizance of the fact that entirely new constituents have been forced into secondary education by the progress of knowledge. French and German must now be studied. Harvard is a unit as to the desirability of having students read French and German, and so are scientific and classical instructors, as no extended studies in any department of knowledge can now be made without an acquaintance with these languages. With the exception of botany, the literature of science is not now relegated

to the Latin tongue. This alone should fundamentally change the modern methods of secondary education. The present policy of always beginning with Latin is an inheritance from mediæval times, when Latin was throughout Europe the medium of all advanced thought. Unfortunately, he says, we have no experimental knowledge on this subject, and for this we must look to the secondary schools, though it take a generation to decide what is best.

Directly relating to this topic was a paper by Miss Alice E. Freeman, president of Wellesley College, on "Admission to college on certificate of the preparatory school." In the discussion of this subject it was asked how long it could be possible for colleges and secondary schools to remain at cross purposes in the matter of entrance examinations. It was resolved "that, in the opinion of the association, the want of an understanding and of effective coöperation between the teachers of the preparatory and high schools and the faculties of colleges is a serious evil; and that a meeting of delegates from this association with representatives of New England colleges, to consider matter of common educational interest, would be productive of good."

After a full discussion of this question and the consideration of "How shall we supplement the ordinary English high school course?" and "The high school in its relations to business," the association adjourned.

OBITUARY RECORD.

DANIEL C. BROWN, A. M.

This gentleman, a teacher for half a century and for twenty-nine years master of Bowdoin School, Boston, Mass., died July 3, 1884, aged 69 years 9 months and 29 days. Mr. Brown, born at Kingston, N. H., 1815, showed, when a child, the same good traits that honored him as a man; he received his earlier education at Kingston and Exeter Academies; studied medicine, but finally gave up this profession for teaching, which he never regretted. After teaching with success at Arlington, Vt., he came to Boston in 1854 and was for some years associated with the now venerable Joshua Bates as a submaster in the Brimmer School; then was made master of the Bowdoin School, which position he held till near his death. Taking advantage of the means which Boston offers, he studied early and late, receiving the degree of A. M. from Middlebury College, Vermont.

No better idea of the man and his life work can be given than in the resolutions adopted by the Boston Masters' Association, commemorative of Mr. Brown: "That in the death of Mr. Brown there has fallen from our ranks a faithful teacher, a safe counsellor, an upright citizen, and a true friend."

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. DICKINSON, *secretary of the State board of education, Boston.*

[Mr. Dickinson has been secretary of the board since 1877.]

MICHIGAN.
STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-20)	560,730	577,063	16,333	.....
In graded school districts	254,712	266,459	11,747	.....
In ungraded districts	306,018	310,604	4,586	.....
Enrolled in graded schools	170,382	174,275	3,893	.....
In ungraded schools	221,223	230,691	9,468	.....
Enrolment in all public schools	391,610	404,966	13,356	.....
Per cent. of school age enrolled in public schools.	69.84	70.18	.34	.....
Enrolment in private schools	22,581	27,130	4,549	.....
Per cent. of school age enrolled in all schools.	73.86	74.88	1.02	.....
DISTRICTS AND SCHOOLS.				
Townships and independent districts.	1,147	1,176	29	.....
Graded school districts	433	437	4	.....
Ungraded school districts	6,286	6,378	92	.....
Whole number of districts	6,719	6,815	96	.....
Districts maintaining public schools..	6,617	6,728	111	.....
Number of public school-houses	6,890	7,053	163	.....
Sittings for study in them	485,386	498,859	13,473	.....
Average length of schools, in days.....	148	152	4	.....
Volumes in public school libraries.....	327,653	347,557	19,904	.....
TEACHERS.				
Men teaching in public schools	3,726	3,757	31	.....
Women teaching in public schools.....	11,111	11,503	392	.....
Whole number of teachers	14,837	15,260	423	.....
State teachers' institutes held	65	68	3	.....
Enrolment in teachers' institutes.....	5,758	6,361	603	.....
FINANCIAL STATEMENT.				
Whole expenditure for public schools.	\$4,259,873	\$4,636,335	\$376,462	.....
Value of public school property	10,435,860	10,945,178	509,318	.....
Permanent fund available	3,737,309	3,795,225	57,916	.....
Average monthly pay of men teaching.	44 99	46 92	1 93	.....
Average pay of women teaching.....	29 58	30 68	1 10	.....

(From reports of Hon. H. R. Gass, State superintendent of public instruction, for the two years indicated, the statistics of the latter year being furnished in advance of publication.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The statistical summary indicates marked progress: The enrolment in public and private schools combined shows an increase of 17,905, this number being 1,572 more than the increase in youth of school age; there were 111 more districts that maintained public schools, against 96 new districts; and 163 school-houses were built, giving accommodations to 13,473 more children. The average salary of teachers of either sex was advanced and the average length of school term was increased by 4 days. The State superintendent, in his report for 1883 (the latest printed one received), says that uniformity of text books is demanded, that better supervision of the schools is needed, and that more stringent measures should be enacted to secure from all school officers

and teachers a strict observance of the laws concerning their official duties, especially as to making reports, employing teachers, and disbursing school funds. He also says that the compulsory school law should be made more effective, and thinks the distribution of the primary school interest fund on the basis of percentage of attendance would, under proper restrictions, secure a larger school attendance.

ADMINISTRATION.

The school system is administered by a State superintendent of public instruction, elected by the people for 2 years; a State board of education, elected for 6 years, of which the superintendent is a member and secretary ex officio; and a board of regents of the University of Michigan, elected for 8 years.

The local officers are county boards of 3 school examiners, to determine the qualifications of persons purposing to teach in public schools; township boards of 3 school inspectors, whose title indicates their work; and district boards of 6 trustees for graded school districts and of 3 for ungraded ones, to look after the educational interests of their districts, specify the studies to be pursued, prescribe the text books to be used, and elect the teachers. The county boards are elected by the chairmen of the township boards of inspectors of their counties; the other boards, by the voters of their township or district, in each case for 3-year terms, with annual change of one-third.

Public schools are free to all residents of school age without distinction of race or color, and no separate school for any race is allowed. Schools must be unsectarian and must be taught at least 9 months in districts having 800 or more youth of school age, at least 5 months in districts having from 30 to 800, and 3 months in smaller districts. The State educational system includes graded, ungraded, and high schools; township and district school libraries; county teachers' institutes; a State teachers' association; State normal school, university, and agricultural college; institutions for the deaf and dumb and the blind; 2 reform schools; and a public school for dependent and neglected children.

SCHOOL FINANCES.

Public schools are sustained from the income of a State primary school fund, from a township tax of 1 mill on \$1 (part of which is for the support of libraries), and from taxes voted by the districts, of such amount as is considered necessary by the district boards, provided that in districts having less than 30 scholars it must not exceed \$50 a month (including amounts received from 1 mill tax and primary school fund) for the period during which school is taught in such district.

NEW LEGISLATION.

The legislature of 1883 reenacted, with additions, its former law providing for the compulsory education of children in certain cases. Every parent or other person having charge of a child 8 to 14 years of age is required to send such child to a public school at least 4 months in each year, 6 weeks of which must be consecutive, unless excused by the school officers for good reasons. Under this law no child under 14 years of age may be employed by any person, company, or corporation to labor in any business unless such child has attended school at least 4 months of the preceding year. Provision was made the same year for instruction in every school in physiology and hygiene, with special reference to the effects of alcoholic drinks and other stimulants upon the human system; and after the 1st of September, 1884, teachers' certificates are to be withheld from applicants who are not qualified to give instruction in this respect. Text books on this subject must have the joint approval of the State board of education and the State board of health. Contiguous districts having together more than 100 youth of school age were, under another law, authorized to unite and form a graded school district if two-thirds of the qualified voters attending the annual meetings of each district should pronounce in favor of such union.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

The city of Detroit has a board of education of 12 members and Grand Rapids one of 16. Other cities have boards of 6 trustees elected for three years. Superintendents are employed in the larger cities and many of the smaller ones.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Adrian.....	7,849	2,605	1,446	974	30	\$29,781
Ann Arbor.....	8,061	2,802	1,945	1,354	38	58,122
Bay City.....	20,693	6,762	-----	-----	-----	47,440
Detroit.....	116,340	43,840	17,392	11,949	283	339,066
East Saginaw.....	19,016	7,323	3,477	2,646	65	59,450
Flint.....	8,409	2,441	1,938	1,317	37	29,045
Grand Rapids.....	32,016	11,910	7,232	4,544	133	133,708
Jackson, District No. 17.....	16,105	2,227	1,303	731	21	11,476
Kalamazoo.....	13,552	3,632	2,344	1,571	48	42,432
Lansing.....	8,319	2,436	-----	-----	-----	28,030
Muskegon.....	11,262	4,902	2,656	1,705	47	53,600
Port Huron.....	8,883	3,315	1,896	-----	27	17,450
Saginaw.....	10,525	4,203	2,176	1,467	35	30,138

1883-'84.

Adrian.....	7,849	2,469	1,046	969	31	20,515
Ann Arbor.....	8,061	-----	-----	-----	-----	-----
Bay City.....	20,693	6,762	3,300	2,098	57	57,393
Detroit.....	116,340	43,840	18,148	12,448	297	290,914
East Saginaw.....	19,016	7,665	3,840	3,066	68	62,557
Flint.....	8,409	2,443	1,989	1,362	39	37,237
Grand Rapids.....	32,016	12,071	7,604	5,240	142	194,852
Jackson, District No. 1.....	16,105	2,590	2,023	1,326	39	31,507
Kalamazoo.....	13,552	-----	-----	-----	-----	-----
Lansing.....	8,319	-----	-----	-----	-----	-----
Muskegon.....	11,262	5,379	3,238	2,140	55	73,161
Port Huron.....	8,883	3,724	1,941	1,183	27	15,580
Saginaw.....	10,525	4,203	2,300	1,564	39	31,207

ADDITIONAL PARTICULARS.

Adrian in 1883-'84 had 5 school buildings, with 27 rooms and 1,588 sittings for study, valued at \$104,000. The schools, classed as primary, grammar, and high, were taught 192½ days by 2 men and 29 women, including 2 special teachers of drawing and penmanship. Counting the 1,046 pupils enrolled in the public schools and 365 in private and church schools, there were still 1,058 youth of school age (4-20) not attending any school.

Ann Arbor for 1882-'83 reported little change in the school statistics. The numbers enrolled and in daily attendance were somewhat below those of the preceding year, due, it is said, to the prevalence of disease. The schools were taught 197 days. Estimated enrolment in private and church schools, 200. Valuation of school property, \$160,000.

Bay City in 1883-'84 reported 3,900 youth in public and private schools, leaving 2,862 not attending any school. The public schools were taught 193 days, in 8 buildings, containing 44 study rooms, with 2,810 sittings. All the teachers employed were women. Music was taught by one special instructor. Expenditures were \$57,393. School property was valued at \$142,340.

Detroit for 1882-'83 gave an increase for the year of 120 in public school enrolment and a decrease of 112 in average daily attendance, with 12 more teachers and an increase of \$71,807 in expenditure. The schools are grouped into three departments, primary, grammar, and high, each covering 4 years of study. A well organized evening school, with a separate department for girls, had an enrolment of 430 pupils and an average attendance of 250. Contrary to what had usually been the case, during the winter of 1882-'83 the large attendance held out to the end, and on the last evening the school was attended by 219 pupils. Industrial or mechanical drawing was added in the evening school as a new feature of the educational system, and it gave excellent results. It includes the use of tools, carpenters' work, joinery in its rudiments, designing patterns, modelling in clay, keeping of accounts, and other branches of practical industry.

In 1883-'84 the city reported 227 school rooms for study, with 14,272 sittings, being 3,876 fewer sittings than the actual public school enrolment. Private and church schools enrolled 7,671 pupils, leaving 13,021 as the number of youth not under school instruction. An evening school was maintained 74 nights in the year, with 605

enrolled and an average attendance of 269. Music and drawing were taught in the public schools by special teachers. Estimated value of school property, \$994,575.

East Saginaw in 1882-'83 increased its school population by 283, its enrolment by 2, and its average attendance by 176. Music and drawing were included in the course throughout. The schools were taught 192 days, in 11 buildings, with accommodations for 3,209 pupils. Enrolment in evening school for boys, 133; average attendance, 35. Enrolled in private schools, 484.

For 1883-'84 there was an increase of 342 in youth of school age, of 362 in enrolment, and of 420 in average attendance; also, an increase of two days in length of term. The estimated enrolment in private schools for the year was 575. No evening school was reported. Value of school property, \$212,000.

Flint for 1883-'84 gives about the same school population as in 1881-'82, with a moderate increase in enrolment and average attendance. The schools were classed as primary, grammar, and high and were taught 195 days in 7 buildings, with 1,893 sittings for study, valued, with all other school property, at \$129,100. Enrolment in private and church schools, 175.

Grand Rapids for 1882-'83 showed an increase of 612 in school population, of 656 in enrolment, and of 334 in average attendance. The schools were taught 193 days by 34 more teachers than in 1881, 3 being special teachers of music, drawing, and penmanship. Estimated value of school property, \$519,600. In view of the great amount of truancy existing, the superintendent regretted that the school accommodations were so inadequate as to prevent the enforcement of the new truant law.

In 1883-'84 the increase in the school census was 161 over the preceding year, and that of average daily attendance in public schools, 696. One new building was erected, costing, with furnishings, \$17,649, and the speedy erection of 3 more was earnestly recommended by the building committee. Evening schools were maintained, with the usual fluctuating attendance. Out of an enrolment in 12 weeks of 226, there was an average nightly attendance of but 85.

Muskegon for 1882-'83 reports a steady growth of public schools, with 403 more pupils than ever before. The per cent. of average attendance slightly exceeded the previous maximum and the per cent. of tardiness was much less. The schools are classed as primary, grammar, and high, with one ungraded school. Much attention was given to vocal music throughout the course.

An increase of 582 over the preceding year appears in the enrolment of 1883-'84, the largest in the history of the city. One reason for the increase is said to be the enforcement of the compulsory law through a truant agent. An evening school was taught, with an attendance of over 250. The advisability of introducing some kind of industrial work into the schools finally led a few philanthropic ladies to volunteer their services in conducting a sewing school on Saturday of each week. The number desiring to attend was so large that it was found necessary to divide the class, one half coming in the forenoon, the other half in the afternoon. The classes were kept up with full attendance till the close of the year.

Port Huron for 1882-'83 showed an increase of 15 in school population and of 21 in enrolment. The schools were taught 197 days, in 5 buildings, with 1,500 sittings for study, valued, with sites, &c., at \$88,000. Estimated enrolment in private schools, 300.

For 1883-'84 there was an increase of 409 in youth of school age and of 45 in enrolment, but the average attendance had decreased by 40 since 1881-'82. Enrolment in private and church schools, 300. Value of school property, \$93,000.

Saginaw public schools for 1883-'84 were taught 195 days, in 6 buildings, with accommodations for 1,857 pupils. The schools were graded and employed 2 special teachers in music and drawing. School property was valued at \$105,000. Enrolment in private and church schools, 600.

KINDERGÄRTEN.

For the statistics of 8 Kindergärten in this State, see Table V of the appendix; for a summary of the attendance on them, see a corresponding table in the report of the Commissioner preceding.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR CERTIFICATES.

Teachers not graduates of the State Normal School must have certificates of qualification from the county examiners of their county or from the State board of education. The county certificates, valid only in the county where issued, are of three grades, good for 1, 2, and 3 years. State certificates are valid throughout the State for 10 years.

STATE NORMAL TRAINING.

The *State Normal School*, Ypsilanti, presents 4 courses of instruction, scientific, lit-

erary, language, and English; from which students may choose. The English course covers 3 years; the others, 4. A special 4-year course with music is given, in which students are trained in harmony, voice culture, and solo singing, instrumental music being elective.

The *University of Michigan*, Ann Arbor, in its department of the science and the art of teaching, presents 5 elective courses: the art of teaching and governing, the science of education, school supervision, history of education, and the teachers' seminary, each covering 4 years. The last course is for the study and discussion of special topics in the history and philosophy of education. It offers, besides facilities for studying the art of teaching and governing, instruction in methods of general school room practice, in the art of grading and arranging courses of study, and in the conduct of institutes. There were 113 students enrolled in this department during 1883-'84.

OTHER NORMAL TRAINING.

Both *Adrian College* and *Hillsdale College* offer a 2-year course in normal training, and *Oliver* gives 3 courses, viz, an elementary course of 2 years, the same course with an additional year as a full English course, and a language course of 4 years, the last offering a choice between ancient languages and German and French. There was also a summer normal class continuing 5 weeks.

The catalogue of *Battle Creek College* seems to indicate that the normal department has been dropped, as no notice of it appears.

Training schools are included in the city school systems of *Detroit* and *East Saginaw*.

TEACHERS' INSTITUTES.

The institutes in 1883 and 1884 are said to have been generally better attended and to have awakened more interest than ever before. Under the new law there is added to the standing of teachers 1 per cent. for each day's attendance; teachers also are permitted to draw pay during institute attendance, although their schools may be in session. In 1883 institutes were held in 65 counties, with a total enrolment of 5,758; one of these was a State institute held under the direction of the State superintendent and in which the program for the county institutes is discussed and determined. Of the teachers present 43 held State, 99 normal, 312 first, 487 second, 3,374 third grade, and 140 special certificates. Normal school instruction had been received by 1,495, and 1,261 were without experience in teaching. A marked decrease was noted in the attendance of teachers holding higher grade certificates, but a still larger increase in that of those holding third grade certificates, showing that the institutes were reaching that class of teachers most in need of normal instruction.

EDUCATIONAL JOURNAL.

The *Michigan School Moderator*, a weekly journal published at Grand Rapids, continued to be the official organ of public instruction and the chief medium for the diffusion of educational information throughout the State. It was in its fifth year in 1883-'84.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Any school district containing 100 or more children of school age may, by a two-thirds vote of the qualified electors present at any annual meeting, organize as a graded school district. The board of trustees of any graded school district, when so ordered by a vote of the district, must establish a high school and determine the qualifications for admission to it. High school departments were reported in 60 graded school districts in 1882-'83, with a total enrolment of 7,021 pupils. Detroit high schools report excellent and progressive work in their 4-year English, classical, Latin, and English-preparatory courses. A commercial course was established at the beginning of the year and pursued with satisfactory results. The schools had an enrolment in 1883-'84 of 509 pupils, including 76 graduate students, and 75 were graduated in June, 1884, a class of 26 having been sent out the January preceding. The common English course, the preparatory English, the classical course, and the Latin-scientific course in the Grand Rapids high school cover 4 years; the scientific and engineering course and the courses in French and German, 3 years each. Attendance for the year, 458.

SUPERIOR INSTRUCTION.

COLLEGES FOR BOTH SEXES.

The *University of Michigan*, Ann Arbor, a part of the public educational system of the State, sustained from the proceeds of the United States land grants and from State appropriations, aims to complete the work begun in the public schools by furnishing facilities for a liberal general education and for the thorough study of medicine, pharmacy, law, and dentistry. Its privileges are gratuitously extended to

men and women alike who are qualified for admission, whether residents of the State or not. In the department of literature, science, and the arts, different lines of study lead to the degrees of A. B., B. S., and LIT. B., to the corresponding masters' degrees, and to 3 degrees in engineering. In the undergraduate courses the studies are for the first 2 years required, but at the beginning of the third year students are allowed almost unlimited freedom of choice. The advanced studies of the school of political science, noticed in 1882, are among the electives which are not taken till after the completion of the required studies of the first 2 years; and these electives, comprising 12 courses in political and constitutional history, 8 in economic sciences, 3 in social, sanitary, and educational science, and 6 in constitutional administration and international law, may be chosen by other undergraduates as well as by those belonging to the school.

The number of women attending in 1883 was 170, of whom 107 were in literary studies and the others in medicine, law, pharmacy, and dentistry.

The university received in 1882-'83 \$37,200 from the State and several gifts from friends, among them \$2,500 from one who withholds his name, for the purchase of historical works, and \$6,500 from Mr. James McMillan, of Detroit, for the purchase of a most valuable Shakespeare library, including a choice collection made by Hon. E. H. Thomson, of Flint. In 1883-'84 a bequest was received of a collection of art material comprising about 600 pictures and 30 pieces of marble, valued at \$200,000, from Henry C. Lewis, of Coldwater, a condition being that Mrs. Lewis might, if she pleased, retain possession of the collection during her life.

Of 8 other institutions in the State claiming collegiate rank, 2, Battle Creek and Grand Traverse, appear to be doing no real college work. The remaining colleges all present classical courses of study of 4 years, and all but Hope College, scientific courses of equal length, Adrian and Hillsdale adding a philosophical course, Albion and Kalamazoo a Latin scientific, Adrian and Olivet a special course for ladies, and Adrian and Hillsdale business courses.

The new plan of study adopted in *Albion College* in 1881-'82, in which the study of modern languages precedes the study of ancient, has worked satisfactorily. This method, claimed by its friends to be the natural one, was fully introduced into the two lower classes, and, as far as practicable, into those which had already completed a portion of the course on the old plan. Many young men and women have been attracted to the institution by this system and the results seem to justify the adoption of the plan.

Hope College, under charge of the Reformed Church, received in 1883-'84 from various friends \$4,582, partly to defray current expenses, the remainder to aid in endowment.

Hillsdale College (Free Will Baptist), was given \$3,362.04 by various friends, the interest to be used for the equipment of a biological library and other special objects; also, to increase the general endowment.

For statistics, see Table IX of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Women are admitted to all the colleges of the State on equal terms with men. Further provision for them is made in Michigan Female Seminary, Kalamazoo, authorized by law to confer collegiate degrees, which reported 37 undergraduate students and 10 in a preparatory department in 1883-'84.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Michigan State Agricultural College, Lansing, besides other branches necessary to a good education, teaches surveying, levelling, laying out of grounds, mechanics as applied to implements, building, stock breeding, agricultural chemistry, horticulture, and such practical applications of science as are specially useful to the farmer. The farm comprises 676 acres, of which 10 are devoted to experiments, 180 to a systematic rotation of crops, and 110 to woodland pasture. Students are required to labor three hours each week day, except Saturday; most of their work is paid for, the maximum rate being 8 cents an hour. The degree of B. S. was conferred in 1883 on 29 young men and 1 young woman; that of M. S., on 5 young men.

Scientific courses, as already noted, are found in the State university and in all the other colleges of the State except one, the State university making provision for graduate study leading to the degree of master of science, as well as offering technical courses in civil, mechanical, and mining engineering.

For statistics of scientific schools and departments of colleges, see Tables IX and X of the appendix, and for summaries, see corresponding tables in the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction was given in Adrian College, Adrian (Methodist Protestant), and Hillsdale College, Hillsdale (Free Will Baptist), in courses of 3 years to 56 students, 43 of them in the latter, including 38 undergraduates and 5 resident graduates. Battle Creek College (Seventh Day Baptist) offers a biblical course of study, the aim of which is to lead students to a familiarity with the Bible before all other writings, making use of the latter only as they may serve to explain the former. Whether or not any students were engaged in these studies does not appear from the catalogue.

The *law* department of the University of Michigan aims to give students a thorough preparation in the several branches of constitutional, international, maritime, commercial, and criminal law, medical jurisprudence, and the jurisprudence of the United States. A spacious building is devoted to its accommodation, with debating and society rooms, and the conveniences of the department are exceptionally good. During 1883-'84 the course of instruction was extended so as to include the entire college year of 9 months. Opportunity is thus afforded the law students to attend without additional expense some of the lectures delivered in the department of literature, science, and arts. An admission examination is required of candidates for a degree, unless they are graduates of some collegiate institution, high school, or institution of corresponding grade.

The *medical* schools are the department of medicine and surgery of the University of Michigan, Detroit Medical College, the Homœopathic Medical College of the University of Michigan, and Michigan College of Medicine, Detroit. Both schools of the university agree in requiring of candidates for their diplomas a 3-year graded course, each year (of 9 months) being divided into two semesters, which close with written examinations on the work gone over. Women are admitted, and their instruction is, in all respects, equal to that of men. An examination for admission is required of all candidates not able otherwise to prove that they are qualified for the study of medicine. Detroit Medical College and Michigan College of Medicine present the usual 3 years of study, including 2 courses of lectures; the latter, however, advises a 3-year graded course. Both require of applicants for admission sufficient knowledge of the branches of an English education to enable them to engage intelligently in the study of medicine; and this knowledge must be proved by an examination, if it be not shown by diplomas or certificates from some competent educational institution.

For statistics of professional schools, see Tables XI, XII, and XIII of the appendix; for summaries of their statistics, corresponding tables in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Michigan Institution for the Education of the Deaf and Dumb*, Flint, for 1883-'84, reported 141 male and 126 female students. The studies of the common school and some of the high school branches are pursued, oral and manual methods being employed. The time allowed for completing the course is 10 years, but the average time devoted to study by the pupils is about 5. The number of instructors was 15, 2 of them deaf-mutes. Agriculture, cabinet making, carpentry, printing, and shoemaking are taught to the boys; sewing, cookery, and general housework, to the girls. The institution owns 83 acres of land, valued, with buildings, at \$437,123. State appropriation for the year, \$45,000; expenditure, \$42,762.

The *Evangelical Lutheran Deaf-Mute Institute*, Norris, sustained by the Evangelical Lutheran Synod of Missouri, gives instruction in the common school branches, with drawing, gardening, and housework. There were 23 male and 16 female pupils, under 3 instructors, in 1883-'84. Method of instruction, German articulation. Average time spent in the institution by the pupils, 4 to 6 years. Value of buildings and the 20 acres of land owned, \$15,000. Money given the institution in 1883-'84, \$4,000, intended for payment of debts and for current expenses; other income, \$1,400. Total expenditure, about \$6,000.

The *Class in Articulation for the Deaf*, Marquette, is no longer in operation.

Michigan School for the Blind, Lansing, gives instruction in the common English branches, with astronomy, chemistry, geology, geometry, and physics. The boys are also taught broom making, and the girls, crocheting, knitting, and sewing by machine. In 1883-'84 there were 50 pupils and 26 instructors and employés. Amount of State appropriation for the year, \$132,000. Value of buildings, grounds, &c., \$78,000.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Michigan Reform School*, Lansing, aims to improve, educate, and give industrial training to boys of 10 to 16 years of age convicted of crime by the courts. The boys attend school $4\frac{1}{2}$ hours 5 days each week, and work the same length of time, per-

forming the entire labor of the institution, under the direction of competent instructors. Boys who have merited confidence by good conduct are granted leave of absence and are required to make satisfactory reports at stated times. The whole number committed to September, 1883, since opening, was 2,864. In 1882-'83 there were 352 boys in the school. Total expenditure for the year, \$53,028.

For full statistics, see Table XXI of appendix.

The *State Industrial Home for Girls*, Adrian, one of the last established of the State institutions, is still in the experimental stage, but the results of its work for the first 3 years have been excellent. Girls between the ages of 7 and 17 are committed to it by the courts for any offence not punishable by imprisonment for life, and are taught the common English branches, domestic work, sewing, dressmaking, &c. School work occupies the afternoon and an hour in the evening. Religious instruction forms an important part of the education. There were 159 inmates at date of report, September, 1884.

EDUCATION OF POOR AND DEPENDENT CHILDREN.

The State Public School for Dependent Children, Coldwater, receives children 3 to 12, training them in school studies and industries, caring for their health and morals, and finding homes for them in families. Up to 1883 there had been 1,200 thus cared for since the organization of the school, 10 years previous. Of these, 900 had been sent to homes, 300 remaining in the school. A majority of the 900 were then in comfortable homes, with every encouragement to develop into good citizens. The pupils enrolled in each of the years 1883 and 1884 was 469, of whom 131 were placed in homes in the former and 258 in the latter year. Whole expenditure for the two years, \$91,794. Since the previous biennial report 34 acres of land have been added to the grounds. A serviceable hospital was also built and furnished during this time at a cost of \$7,000.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The Michigan State Teachers' Association held its thirty-second annual meeting at Lansing, December 26-28, 1883, Prof. Estabrook presiding. The title of the president's address was "Effects of alcohol on the human system," after which papers were read on "Courses of study for smaller high schools," "Methods of study of the classics," "The study of the English language as a means of mental culture," "True education," "How can we best care for the eye, ear, and brain in school life?" "Defects in the present system of examinations," and "Effective energy in teaching and grading of district schools." At the closing session it was resolved that a committee be appointed, consisting of the State superintendent, Prof. Putnam, and President Estabrook, to consider the subject matter of Prof. Putnam's paper on "Grading public schools," to wait upon the governor and request him to call the attention of the legislature to the subject and recommend favorable action. It was further resolved that the subject of county institutes be likewise considered and presented by the committee. Other resolutions followed; after which the officers were elected for the ensuing year and the association adjourned.

CHIEF STATE SCHOOL OFFICER.

HON. HERSCHEL R. GASS, *State superintendent of public instruction, Lansing.*

[Term, March, 1883, to April 21, 1885.]

Mr. Gass is understood to have been reappointed and to have resigned early in his second term, and to have been succeeded by Hon. Theodore Nelson, LL.D.

MINNESOTA.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	337,254	359,366	22,112	.....
Enrolled in public schools.....	209,475	223,209	13,734	.....
Average daily attendance.....	92,048	100,637	8,589	.....
Per cent. of enrolment to school youth.	62.11	62.11	.....	.....
Per cent. of attendance to school youth.	27.29	28.00	.71	.....
Enrolment in graded schools.....	.....	52,189	.....	.....
Average daily attendance in them.	.....	32,088	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	4,666	4,902	236	.....
Public school-houses in use	4,288	4,671	383	.....
New ones built during the year..	325	391	66	.....
Number of graded schools.....	181	.....	.....	.....
Departments in graded schools...	850	.....	.....	.....
Average time of schools, in days.	100	112	12	.....
TEACHERS.				
Men teaching in public schools ..	1,535	1,715	180	.....
Women teaching in public schools.	3,867	4,371	504	.....
Whole number of teachers.....	5,402	6,086	684	.....
Teachers continuing 3 years or more.	224	364	140	.....
Teachers graduates of a normal school.	253	415	162	.....
Teachers who have attended a normal school.	838	1,245	407	.....
Men teaching in graded schools..	.....	130	.....	.....
Women teaching in graded schools	.....	887	.....	.....
Total teachers in graded schools	.....	1,017	.....	.....
FINANCIAL STATEMENT.				
Whole expenditure for public schools.	\$2,283,165	\$2,819,711	\$536,546	.....
Valuation of all school property.	a4,686,679	a5,415,599	728,920	.....
Valuation of school-houses built during the year.	400,098	685,072	284,974	.....
Amount of available school fund.	5,779,930	6,246,321	466,391	.....
Average monthly pay of men teaching.	39 00	40 00	1 00	.....
Average monthly pay of women teaching.	29 00	30 00	1 00	.....

a These figures include all property, as furniture, &c., as given in the State report.

(From the biennial report of Hon. D. L. Kiehle, superintendent of public instruction, for the years mentioned.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The statistical summary for the year 1883-'84 shows an increase in all the items given, the per cent. of enrolment of the school population appearing to be the same

in both years. A growth of 8,589 in average daily attendance compares favorably with the increase of attendance in 1882-'83 over that of 1881-'82. In 1882-'83 there were 325 school-houses built, at a cost of \$400,098, and in 1883-'84 there were 391 built, costing \$685,072. The value of school apparatus, including seats, desks, and libraries, was given as \$321,133 in 1882-'83 and increased by \$100,755 in the next year. The school libraries alone were rated at \$12,612 in the former year and \$23,628 in the latter. Of the 6,086 teachers employed in the State, 415 were normal school graduates, an increase of 162, while of those who had attended a normal school there were 1,245, an increase of 407.

ADMINISTRATION.

For the State there is a superintendent of public instruction appointed for 2 years by the governor, with the consent and advice of the senate; he is a member ex officio of the board of regents of the State University and secretary of the board of directors of the State normal schools. For each county there is a superintendent of schools elected for every 2 years, who examines and licenses teachers. There is a board of 3 trustees for common school districts; for independent school districts, a board of 6 directors, which appoints 3 competent persons as school examiners, all elected for 3 years. Women may vote and hold any office pertaining solely to the management of public schools.

The public schools are free to all resident youth of school age (5-21) and pupils over 21 and non-residents may be admitted on payment of tuition fees. Schools must be taught not less than 12 nor more than 44 weeks in each year. Teachers are permitted to give daily instruction in social science, good morals, and patriotism. Thirty topics are specified, such as cleanliness, truth, perseverance, self reliance, &c. Provision is made for teachers' institutes and normal training schools. The State provides for the uniformity of text books, certain State officers being vested with authority to contract for the same.

SCHOOL FINANCES.

The public schools are sustained from the proceeds of a State school fund, from a county tax of 1 mill on \$1, from the proceeds of liquor licenses and fines not otherwise appropriated, from the unclaimed proceeds arising from the sale of estrays, and from an optional district tax, the last to provide school-houses and sites, but not to exceed 8 mills on \$1 in any one year for those objects.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

Any cities of 500 or more inhabitants not under special laws may be organized into independent school districts, with boards of 6 directors elected by the citizens for terms of 3 years, with annual change of 2. A superintendent is elected by the board, of which he is a member ex officio and executive officer.

Minneapolis and St. Paul are under special laws, each having a board of education elected by the people, that of the former city having 7 members, called school directors; that of the latter, 12, called school inspectors; each body is subject to partial annual change and each is authorized to employ a superintendent, teachers, &c.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Minneapolis	46,887	23,500	10,692	6,369	198	\$302,313
St. Paul	41,473	.....	7,654	4,578	161	326,787
Stillwater	9,055	.....	.....	.....	.....	.....
Winona	10,208	1,934	1,440	1,315	38	31,563

ADDITIONAL PARTICULARS.

Minneapolis presents in 1883 an increase of 4,100 in youth of school age, of 2,942 in enrolment, and of 1,411 in average daily attendance, with 56 more teachers, including 13 in evening schools. The schools (primary, intermediate, grammar, and high) were taught 185 days in 21 buildings, with 8,264 sittings for study. Special attention is given to drawing throughout the course. The system being industrial, the principles of construction, representation, and object drawing are always kept in view. Special teachers of music and drawing are employed, who also give instruction to the regular teachers in these branches. The growth of the schools made it necessary to build

new school-houses and enlarge old ones, at a cost of \$69,405. Evening schools were taught 63 evenings during the year by 13 teachers; whole number of pupils enrolled, 934; average evening attendance, 313.

St. Paul for 1882-'83, reports an increase of 929 in pupils enrolled in public schools, and, although the erection and improvement of school-houses gave 1,700 more sittings (at a cost of \$156,000), many children were refused admission from lack of room. Evening schools were taught 101 evenings and had 852 pupils enrolled, with an average attendance of 562. There were 2 private Kindergärten, with an enrolment of 174 children; other private schools reported 3,436 pupils.

In 1883-'84, the enrolment in public schools, including evening schools, increased, but the inadequate supply of accommodations still interfered with the regular attendance. The schools are graded, the entire course covering 12 years. Special teachers are employed in music, drawing, and penmanship throughout and in the German language from the fifth grade. Physiology has been dropped from the course of study below the high school. Evening schools enrolled 1,264 pupils, with an average attendance of 386, the average age of pupils being 18 years. The valuation of all public school property was increased from \$509,600 to \$539,500.

Winona for 1882-'83 shows a decrease of 365 in enrolment in public schools and of 39 in average attendance, with the same number of teachers. The schools were taught 196 days in 3 different buildings, with 1,585 sittings for study. There were special teachers in drawing and penmanship. Estimated enrolment in private schools, 500. Valuation of all school property, \$175,000. The Kindergarten at Winona is under the auspices of the State Normal School.

KINDERGÄRTEN.

For statistics of 11 Kindergärten in this State, see Table V of the appendix; for a summary of the attendance in them, see a corresponding table in the report of the Commissioner preceding.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR CERTIFICATES.

Before receiving licenses to teach in the public schools candidates must pass an examination to show their fitness for the work. In ordinary districts this examination is conducted by county superintendents; in independent districts, by examiners appointed by the boards of education. After examining applicants in the common school branches (including the history of the United States and the practical facts of hygiene) and after testing their general knowledge and ability to impart instruction, county superintendents are authorized to issue three grades of certificates, the first valid in the county for 2 years, the second for 1 year, and the third (valid in the district only) for 6 months.

STATE NORMAL TRAINING.

The 3 State normal schools, at Mankato, St. Cloud, and Winona, prepare teachers for the public schools, giving free tuition to all persons who pledge themselves to teach two years in the State after graduation. The schools graduate from 2 courses: elementary or preparatory, of 3 years, and academic or advanced, of 4, the 2 courses combined covering 4 years. Mankato and Winona add professional studies of 1 year for those who graduate from either course. These studies include the history of education, psychology, mental science, methods and philosophy of teaching, and practice teaching. All have model schools thoroughly graded and classified, designed to afford students ample opportunity for observation and practice, Winona having also a well organized Kindergarten. The schools, in 1883-'84, had a total enrolment of 1,375, of whom 672 were in the normal departments and 87 graduated.

OTHER NORMAL TRAINING.

Of the summer school for teachers conducted at the Minnesota University in 1882 no notice is given in the catalogue of 1883-'84. The city school system of St. Paul includes a training department to prepare teachers for the public schools of that city. It had, in 1883-'84, an enrolment of 112 students, and 23 were graduated, of whom 18 engaged in teaching at once.

TEACHERS' INSTITUTES.

The number of State institutes held during the year was 52, an increase of 11; the number of teachers enrolled 3,231, an increase of 1,126. Of this number, 164 held first grade certificates, 1,234 second grade, and 767 third grade, the remainder holding no certificates.

EDUCATIONAL JOURNAL.

School Education, formerly the Journal of Education, published at St. Paul, continued to give valuable information in regard to educational matters in the State.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State high school board, consisting of the governor of the State, the superintendent of public instruction, and the president of the State university, had under its supervision in 1883-'84 61 high schools. The total enrolment was 2,613, of which number 718 were non-residents receiving instruction free of charge. The reports of the schools and the results of their work prove that they are, with a few exceptions, in a prosperous condition, a good proportion of them holding the first rank as to efficiency and scholarship. Over nine-tenths of the principals and superintendents are graduates of college and have had successful experience as teachers.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Minnesota, Minneapolis (non-sectarian), offers free tuition alike to students of either sex who are over 14 years of age and able to pass the required examinations. The collegiate department comprises colleges of agriculture; mechanic arts; science, literature, and arts; medicine; and law (this department not yet organized), all leading to appropriate degrees. There was an attendance of 147 students in 1883-'84, under 21 instructors. The State appropriated \$23,000 for the year. Income from productive fund, \$35,000; value of all property belonging to the university, \$450,000.

The other colleges reporting for 1883-'84 were Hamline University, Hamline (Methodist Episcopal), with classical and scientific courses of 4 years; Carleton College, Northfield (Congregational), with 4-year classical, scientific, literary, and English courses; and St. John's University, Collegeville (Roman Catholic), with classical, scientific, commercial, medical, and ecclesiastical courses. All give preparatory training and instruction in music. Carleton gave increased attention to drawing and painting during the year, and an art department was projected.

For statistics of colleges reporting, see Table IX of the appendix; for a summary thereof, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The University of Minnesota, Carleton College, and Hamline University offer the same privileges to young women as to young men. For statistics of other institutions for the higher education of women, see Table VIII of the appendix; for a summary of them, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State university in its college of agriculture adds to the last 2 years of the collegiate department training in agricultural chemistry, practical agriculture, horticulture, and other sciences relating to agriculture. Its college of mechanical arts, also following the preliminary studies of the collegiate department, presents three courses of 2 years each, mechanical engineering, civil engineering, and architecture. An artisans' training school, established as a department of the college of mechanical arts, meets the needs of mechanics and others and takes the place of the course in shopwork and drawing heretofore given. Evening instruction is also given in mechanical drawing.

Carleton College, Hamline University, and St. John's College also offer special scientific courses.

PROFESSIONAL.

Theological instruction continued at the ecclesiastical seminary of St. John's University, Collegeville (Roman Catholic), the Seabury Divinity School, Faribault (Protestant Episcopal), and in the theological course of the Augsburg Seminary, Minneapolis (Evangelical Lutheran); besides which the Norwegian Evangelical Lutheran Seminary, Red Wing, presents itself in 1883-'84. All show the customary 3-year course, meant to follow a high school or collegiate training if possible. For statistics, see Table XI of the appendix.

Medical training was given in the Minnesota College Hospital, Minneapolis, successor to the St. Paul Medical College, under 21 professors and 1 demonstrator in 1882-'83

and under 1 fewer in 1883-'84. The regular course was 3 years, of 19 weeks annually. For admission there was an examination in ordinary school studies, United States history, and physics, except where a degree in arts or sciences, a certificate from a high school or other reputable seminary, or a teacher's certificate was presented; for graduation, attendance on 2 regular courses, full age, 3 years of study, and evidence of good moral character, with dissection of each part of a cadaver.

The University of Minnesota in 1883 organized at Minneapolis a medical department, which, in view of the multiplication of medical schools, is to be an examining, not a teaching, body. As a State examining board it tests the genuineness of medical diplomas presented to it by persons desiring to practise medicine in the State and authorizes the holders of such as are found genuine to enter upon practice. As a medical faculty, it examines in letters and science those who seek the university medical degrees, and grants the diploma of bachelor of medicine to such accepted candidates as pass successive annual examinations during 2 or 3 years, according to their previous preparation: that of M. D. to bachelors of 3 years' professional practice after graduation and to any M. D. of other recognized medical colleges that presents and defends successfully a thesis on some medical theme. As far as can be judged from the schedule these examinations seem to be exceptionally thorough.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Minnesota Institute for the Education of the Deaf and Dumb, Faribault, free to deaf-mutes of the State 10 to 25 years of age, reports for 1883-'84 an enrolment of 130 pupils, of which number 60 were girls, under 9 instructors, 4 being semi-mutes. The school was founded in 1863, since which time 336 pupils have received instruction. Besides the common school branches the children are taught cooperage, shoemaking, printing, tailoring, plain sewing, and dressmaking. About one-third of them receive instruction in articulation. The institution owns 65 acres of land, valued, with buildings, at \$200,000.

EDUCATION OF THE BLIND.

The School for the Blind, Faribault, is now occupying its commodious new building erected in 1883-'84, and it is well equipped and furnished. In addition to common school studies, instruction is given in vocal and instrumental music. The industries comprise broom making for the boys; bead work, hand and machine sewing, knitting, and crocheting for the girls. The average number of pupils during the year was 30.

EDUCATION OF THE FEEBLE-MINDED.

The Minnesota Training School for Idiots and Imbeciles, Faribault, had in 1883-'84 an attendance of 45 boys and 15 girls, an increase of 19 over 1882-'83. The instruction is in common school branches and in fancy work, sewing, &c.

The question of affording further and full relief for the idiotic and epileptic children of the State has given the directors of the institution much embarrassment. Applications for admission continue largely to exceed accommodations, and a more complete separation of the totally demented from the merely weak minded is demanded. Additional buildings are needed and an appropriation sufficient for the erection of two for adults with moderate intellect is recommended.

REFORMATORY AND INDUSTRIAL TRAINING.

The Minnesota Reform School, St. Paul, aims to educate and reform youthful criminals and obstinately bad boys. To aid in this, it gives instruction in common school studies and in carpentry, tinning, tailoring, shoemaking, and farming. The shops are not managed for profit, but to impart actual industrial training, so that the boys, when sent out, find no difficulty in obtaining employment. Three separate schools are maintained, one for the older, one for the younger boys, and one for the girls, with the same division as to families. Since organization, in 1867, about 550 inmates have gone out from the institution, and the managers believe that much less than 10 per cent. have returned to a criminal life. The average number of pupils in the school for 1883-'84 was 128.

EDUCATIONAL CONVENTIONS.

MINNESOTA STATE EDUCATIONAL ASSOCIATION.

The eighth annual session of the Minnesota State Teachers' Association was held at Minneapolis, December 26-28, 1883. The attendance of principals and upper grade teachers was better than that of the previous year. Among the subjects presented were "Education in its moral aspect," "The relation of education to crime, pau-

perism, and production," "Moral training," "School libraries as a means of cultivating a taste for good reading and as an auxiliary to the regular instruction," and "Professional preparation." Following this, State Superintendent Kiehle presented arguments in favor of the granting of State certificates as recognitions of professional skill and preparation. After some discussion, a resolution indorsing the granting of such certificates passed unanimously, and the matter was referred to a committee with instructions to take such action, in conjunction with the State superintendent, as to secure, if possible, proper legislation to carry the idea into effect.

CONVENTION OF COUNTY SUPERINTENDENTS.

The third annual convention of county superintendents met at St. Paul, December 29, 1883, 30 superintendents being present at the opening. State Superintendent Kiehle called the convention to order and delivered a brief address of welcome. The first discussion was on the length of teachers' institutes, most of the superintendents favoring the present short term of 1 week. Superintendent Sperry read a paper on "Improvement of the grade of teachers by better methods of examination and by establishing a better standard," the discussion of which brought out many points indicating that present methods of examination and grading may be improved. At the request of the State superintendent, a committee of 3 was appointed to confer with him on the methods of examination, the preparation of questions, and the grading of certificates. A paper was read entitled "How may we secure greater permanence of teachers in our country schools?" The superintendent from Norman opened the discussion by saying it was simply impossible to get good normal teachers to accept the poor pay and poorer accommodations offered in the frontier counties. An interesting discussion was held on the reading of the paper "How shall schools be inspected with a view to the best results?" After which the convention adjourned.

CHIEF STATE SCHOOL OFFICER.

Hon. D. L. KIEHLE, *State superintendent of public instruction, St. Paul.*

[Second term, August, 1883, to August, 1885.]

MISSISSIPPI.

STATISTICAL SUMMARY.

	1882.	1883.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21), white.	185,026	180,093	.....	4,933
Youth of school age (5-21), colored.	259,105	267,478	8,373	.....
Whole number of school age.	444,131	447,571	3,440	.....
Whites enrolled in public schools.	104,451	125,598	21,147	.....
Colored enrolled in public schools.	109,630	141,398	31,768	.....
Whole enrolment for the year....	214,081	266,996	52,915	.....
Average monthly enrolment, white.	82,985	93,816	10,831	.....
Average monthly enrolment, colored.	89,537	115,900	26,363	.....
Whole average monthly enrolment.	172,522	209,716	37,194	.....
Average daily attendance, white.	61,738	68,946	7,208	.....
Average daily attendance, colored.	73,578	85,517	11,939	.....
Whole average daily attendance.	135,316	154,463	19,147	.....
Per cent. of enrolment to youth of school age.	48.20	59.65	11.45	.....
Per cent. of attendance to youth of school age.	30.47	34.51	4.04	.....
SCHOOL TERM.				
Average time of schools in cities, in days.	147	154	7	.....
Average time in country, days. ....	.....	77½	.....	.....
Average time for the State, days.	75½	.....	.....	.....
TEACHERS.				
White teachers employed.	2,910	3,598	688	.....
Colored teachers employed.	2,272	2,803	531	.....
Number of men teaching.	3,046	3,645	599	.....
Number of women teaching.	2,136	2,698	562	.....
Whole number of teachers.	5,182	6,401	1,219	.....
FINANCIAL STATEMENT.				
Total expenditure for public schools.	\$680,640	\$803,876	\$123,236	.....
Amount of available fund.	6800,000	.....	.....	.....
Average monthly pay of teachers.	30 03	31 20	1 17	.....

a Includes 58 whose sex is not reported.

b In 1881.

(From report of Hon. J. Argyle Smith, State superintendent of public instruction, for the two years indicated, with return from the same for 1882.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The statistics show a large increase in the number of each race enrolled in public schools and in average daily attendance, notwithstanding a comparatively small one in youth of legal school age. More than 59 per cent. of the school population were, in fact, enrolled in public schools, and more than 34 per cent. were in average daily attendance, an increase during the year of more than 11 per cent. enrolled and of about 4 per cent. in average attendance. There was a corresponding increase in the

number of teachers employed for each race and in the amount expended on the schools, the total for all school purposes reaching \$-03,876. The average length of school term for the State for 1882 was 75½ days. In 1883 it was 2 days longer than this in the country districts. But fuller means for the support of public schools are required to render the work more effective. The superintendent, therefore, recommends that the poll tax be made \$2 per capita instead of \$1, that an allowance be made for an optional increase in the 3-mill school tax by removing the limit which fixes the minimum at 3 mills, and that a dog law be enacted, the fines resulting to go to the public schools. He also urges the establishment of a State normal school for white pupils, and asks of the legislature an appropriation for the purpose, stating that Dr. Curry had offered to defray from the Peabody fund one-third of the expenses of the establishment of such school, exclusive of buildings and incidentals. The superintendent reports that unusual interest was manifested in education during the years 1882 and 1883, and that public instruction was growing in the estimation of the people, as shown by their willingness to pay the school tax, their desire to extend the school term beyond 4 months, and their readiness to employ competent teachers.

ADMINISTRATION.

Provision is made in the State constitution for a superintendent of public education, to be elected by the people for 4 years; for a State board of education of 3 members, including the superintendent, which is charged with the management of the school funds and with other duties; and for county superintendents, one in each county, appointed by the State board for 2 years. The law requires that before any person be appointed county superintendent he must have a certificate from a board of examiners instituted for the purpose of ascertaining the fitness of candidates for such office, the examination embracing, first, educational qualifications, which must not be inferior to those of a first grade teacher; second, habits and moral character; and, third, executive ability. Two of the 3 members of this examining board must be professional educators or men who have had experience in school teaching. One is selected by the judge of the circuit court, one by the chancellor of the district, and the other by the board of county supervisors. The local interests of public schools are supervised by trustees, a board of 3 being provided for each school. In country districts they are elected by the patrons of the schools; in incorporated towns, by the mayor and aldermen. Trustees are required to select teachers, protect school property, provide fuel, and visit the schools at least once a month. Separate schools for white and colored children must be maintained. The legal term is 5 months, except when this would require a tax of more than \$7.50 on each \$1,000 of taxable property; in such case the term may be reduced to 4 months, the minimum length fixed by the State constitution. Districts that neglect to sustain schools for at least 4 months during any year forfeit their proportion of the public school moneys for such year. Each county in the State constitutes a school district.

FINANCES.

The public schools are supported from a distributable State fund of \$200,000, from township funds, and by municipal and county taxes, with some assistance from the Peabody fund. The State fund is apportioned among the several counties according to the number of children of school age therein. Aid was received from the Peabody fund during 1882 and 1883 amounting to \$3,200, besides about \$5,000 intended for the expenses of Mississippi State pupils at the Normal College, Nashville, Tenn.

CITY SCHOOL SYSTEMS.

ADMINISTRATION.

An incorporated town of 1,000 or more inhabitants may constitute a separate school district if the mayor and aldermen so elect, its boundaries to be those of the town. For the supervision of city schools the mayor and aldermen appoint a board of 3 trustees, whose duties are similar to those of country school trustees, the county superintendent retaining the same jurisdiction over these schools as over others in the county and the mayor and aldermen exercising the functions otherwise belonging to county supervisors.

STATISTICS OF VICKSBURG.

Vicksburg, with a population in 1880 of 11,814, reported in 1882-'83 3,760 youth of school age, with 1,320 pupils enrolled and 1,120 in average daily attendance, under 21 teachers, 12 of the latter being women; 1,100 sittings for study in 3 school buildings; all school property valued at \$10,600; schools taught 170 days, at a cost of \$14,830, all except \$330 raised by taxation. Estimated enrolment in private and parochial schools, 600.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR CERTIFICATES.

To be employed in public schools teachers must have certificates of qualification signed by their county superintendent, who, in conjunction with the board of supervisors, examines candidates for positions as teachers, and, if found qualified, gives them certificates of first, second, or third grade, according to their attainments, which certificates are valid in any part of the county for one year. The certificate of a first grade teacher shows that the holder is thoroughly qualified to teach the higher branches of English literature, natural philosophy, elements of book-keeping, and all studies usually taught in common schools; that of a second grade is proof of ability to teach the intermediate branches of arithmetic, grammar, and other common school studies; and that of third grade certifies as to the elementary branches.

STATE NORMAL TRAINING.

The State Normal School, Holly Springs, established in 1870 to train teachers for the colored public schools, presents a course of study designed to secure this object and none other. All studies in the course are compulsory, only such being included as are necessary to prepare teachers for reaching the masses of the unlearned. The standard is raised each year to meet the increasing requirements of county superintendents. Tuition and text books are free, the school being supported by the State. There were 155 students in attendance during 1882-'83.

OTHER NORMAL TRAINING.

Iuka Normal Institute, Iuka, first opened in 1882, reports a 4-year course of study, which includes drawing and music, a chemical laboratory and apparatus for illustrating physics, a small museum of natural history, and a model school.

Jackson College, Jackson, a normal and theological school, is one of the fifteen institutions founded and sustained by the American Baptist Home Mission Society to train men for the work of the christian ministry and qualify teachers for the public schools.

Normal departments are also reported in connection with Rust University, Holly Springs; Tougaloo University, Tougaloo, and Union Female College, Oxford.

For statistics of normal schools reporting, see Table III of the appendix, and for a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

TEACHERS' INSTITUTES.

It appears from a paragraph in the Educational Journal for July that over 50 county institutes were to be held in the State in 1884, but no more definite information as to this work is at hand.

EDUCATIONAL JOURNAL.

The Educational Journal started at Jackson in 1882 is now published at West. It is a biweekly, edited by P. W. Corr and devoted to the interests of the public schools of Mississippi.

A limited amount of educational information from this State is still given in in the Mississippi department of the American Journal of Education.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

By a law of 1878, private academies and colleges having suitable school buildings, libraries of not less than 200 volumes, and a faculty of good standing are recognized as high schools, and pupils attending them are authorized to draw from the school fund, in payment of their tuition, the pro rata amount to which they are entitled. Such high schools and colleges are required to adopt a course of text books as nearly as possible in accordance with the curriculum of the University of Mississippi, so that students may pass from them into the university without loss of time. There is no information at hand as to the number of such schools in the State.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of such statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Mississippi*, Oxford, still provides preparatory, collegiate, and professional instruction in its 3 departments, viz, the University High School, the de-

partment of science, literature, and arts, and the department of professional education, this last including only a school of law. The department of science, literature, and arts presents 5 distinct courses of study, 3 of them undergraduate and 2 graduate. The undergraduate courses are for the degrees of A. B., B. S., and PH. B. The first two, extending over 4 years, have a fixed curriculum, in which all the studies are compulsory. The course for PH. B. is elective and embraces the studies of any 7 of the 10 departments. Students not candidates for a degree may pursue a course of select studies under certain restrictions. The 2 graduate courses lead to the degrees of A. M. and PH. D., the former extending over 1 year, the latter over 2. A choice is offered in each between 6 special lines of study, in one of which the applicant must pass a satisfactory examination. Since June, 1882, women are admitted to the university on equal terms with men, but they must be qualified for the freshman class. There were 22 in attendance during 1883-'84, the whole number of undergraduate students being 148.

Mississippi College, Clinton, provides no regular curriculum, except in the preparatory department. Scholarship is measured, not by the time spent in college, but by the attainments made, and degrees are conferred when the prescribed studies have been mastered. The schools are those of mental and moral science, Greek, Latin, mathematics, natural science, English, modern languages, and commerce. The degrees conferred are those of A. B., B. S., and B. LIT. Four students were graduated in 1884, all bachelors of science.

Rust University, Holly Springs, continues to present a theological department, a classical course of 4 years, and a shorter scientific course, in which Greek and Latin are omitted after the sophomore year. To prepare for these it has a subacademic course of 4 years and an academic of 3, leading up to freshman studies. There is also a normal of 3 years, which is the same as the academic, except that pedagogical studies are substituted for Greek. Both sexes are admitted.

For statistics of colleges, see Table IX of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Reports for 1883 or 1884 have been received from 8 institutions for the higher instruction of young women, all authorized by law to confer collegiate degrees. All make provision for preparatory instruction and nearly all include in their course of study music, drawing, French, and German.

For statistics, see Table VIII of the appendix, and for a summary of them, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Agricultural and Mechanical College of Mississippi*, Oktibbeha County, has not only received from the legislature ample appropriations for the necessary buildings and their equipments, but also receives fair support. The property, consisting of lands, buildings, and appurtenances, valued at \$180,000, includes 1,940 acres of land, of which 600 are under cultivation. There is a large supply of stock, with a full outfit of farm machinery and implements. Preparatory and collegiate courses afford the means of acquiring a thorough elementary education and a scientific and practical knowledge of agriculture and the mechanic arts. The degree of B. S. is conferred on those who complete the collegiate course, which extends over 4 years. Graduate courses of 2 years in agriculture, horticulture, chemistry, and botany lead to the degree of M. S., and students are earnestly advised to follow one of these studies. Those who do this are exempt from the military duty and compulsory labor imposed on all other undergraduates. Tuition is free to residents of the State. There were 108 students during 1883-'84 in the regular college classes, besides 14 in irregular courses and 135 in the preparatory department.

Alcorn Agricultural and Mechanical College, Rodney, shares with the preceding the congressional grant for the benefit of agriculture and the mechanic arts. Its property, valued in 1882 at about \$43,000, comprises 300 acres, 125 of them under cultivation. The courses of study are an academic of 2 years, a scientific preparatory of 2, and a scientific of 4. In the last there were 16 students in 1883-'84.

For full statistics of the two agricultural colleges, see Table X of the appendix, and for a summary of them, see a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction is given at Jackson College, Jackson, supported by the American Baptist Home Mission Society for training ministers and teachers, and at Rust University, Holly Springs, Methodist Episcopal. In this last the text books used

are mainly those prescribed by the general conference, and theological students are expected to take such studies from the collegiate course as are deemed expedient.

Natchez Seminary, Natchez (Baptist), sends no information for 1884, nor has Bishop Green Associate Mission and Training School, Dry Grove, sent any for several years past, and it seems probable that this last has been discontinued.

For statistics of theological schools reporting, see Table XI of the appendix, and for a summary of them, see a corresponding table in the report of the Commissioner preceding.

Legal training is provided for in the law school of the University of Mississippi, which, in a 2-year course, undertakes to qualify students for practice in any court in the State. Applicants for admission must be at least 19 years of age, and, if not graduates of some college, must show certificates of good moral character. No examination for admission is mentioned. Twelve students were reported for 1883.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Institution for the Deaf and Dumb, Jackson, established by the legislature and supported by the State, is open to deaf-mutes of the State who desire an education, boarding, tuition, books, and medical attendance being furnished free of cost, and, to the very poor, clothing and transportation also. Increased accommodations were provided in 1883 for both white and colored pupils by the erection of new buildings and the improvement of the old, funds having been appropriated by the legislature for this purpose. There were separate buildings for the two races, and at the date of the report colored pupils numbered 15. The whole number under instruction during 1882 and 1883 was 88. Since the last report instruction in articulation has been added to the course of study, which, besides the more elementary branches, includes algebra, history, natural philosophy, and moral science. The employments taught are printing, carpentry, shoemaking, cabinet work, sewing, and cutting and fitting.

For statistics, see Table XIX of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

EDUCATION OF THE BLIND.

The Mississippi Institution for the Education of the Blind, Jackson, a free school sustained by the State, is open to all resident blind youth 9 to 21 years of age who are not incapacitated for instruction by physical, mental, or moral infirmity. Three departments are included, literary, musical, and industrial. The first, designed to give a fair English education, includes elementary branches, with history, elocution, geometry, physiology, and astronomy. The employments taught are broom making, chair seating, mattress making, upholstery, sewing by hand and machine, knitting, crocheting, and bead work. There were 37 pupils at date of the report for 1883, under 14 instructors and other employés.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The Mississippi State Teachers' Association met at Jackson, December 27, 1883, remaining in session two days. Among the topics discussed were technical education, coeducation in colleges and universities, system as it affects school work, the proper limit of the school age in public schools, the art of questioning as related to teachers, excellences and defects of the public schools, the proper limit to the public school curriculum, and the duties of the State in the support of public schools. Coeducation received more attention than any of the other topics presented, two papers on it being read. One was by Mrs. Annie C. Peyton, favoring separate education for girls; the other, by Prof. C. W. Hutson, claiming for coeducation special and important advantages, aside from the evident one of economy. A discussion followed, in which a majority of the speakers favored the views expressed by Professor Hutson.

CHIEF STATE SCHOOL OFFICER.

Hon. J. ARGYLE SMITH, *State superintendent of public instruction, Jackson.*

[Second term, January 3, 1882, to January 5, 1886.]

MISSOURI.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-20).....	727, 412	734, 624	7, 212	.....
Colored youth of school age (6-20).....	43, 812	43, 954	142	.....
Whole number of school age.....	771, 224	778, 578	7, 354	.....
White youth in public schools.....	487, 509	501, 321	13, 812	.....
Colored youth in public schools.....	23, 820	26, 131	2, 311	.....
Whole number enrolled.....	511, 329	527, 452	16, 123	.....
Average daily attendance.....	330, 411	398, 031	67, 620	.....
Per cent. of enrolment to enumeration.....	66.30	67.75	1.45	.....
Per cent. of attendance to enrolment.....	64.62	75.46	10.84	.....
Per cent. of attendance to enumeration.....	42.84	51.12	8.28	.....
Pupils attending private schools.....	.....	10, 528	.....	.....
SCHOOLS.				
Schools for white youth.....	68, 601	8, 881	280	.....
Schools for colored youth.....	497	528	31	.....
Whole number of schools.....	9, 098	9, 409	311	.....
Buildings used for schools.....	68, 763	.....	.....	.....
Sittings in these buildings.....	541, 198	574, 923	33, 725	.....
Average school term, in days.....	116	113	.....	3
TEACHERS.				
Men teaching in public schools.....	7, 126	.....	.....	.....
Women teaching in public schools.....	4, 951	.....	.....	.....
Whole number of teachers.....	12, 077	13, 296	1, 219	.....
FINANCIAL ITEMS.				
Whole expenditure for public schools.....	\$3, 767, 049	\$4, 288, 135	\$521, 086	.....
Estimated value of school property ..	9, 289, 410	8, 825, 548	.....	\$463, 862
Available school fund.....	9, 879, 066	10, 178, 806	299, 740	.....
Average monthly pay of teachers.....	46 61	47 75	1 14	.....

^a Figure given in State report; a return gives 785,122 children of school age.

^b Mercer County not reporting.

(From reports and returns from Hon. W. E. Coleman, State superintendent of common schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The State superintendent, in his report for 1883-'84, says that for several years there has been a gradual improvement in the general management and efficiency of the public schools and that no single year has produced more marked results than the one just passed.

The statistics given fully confirm this, showing an increase of 7,354 in school youth, of 16,123 in enrolment, and of 67,620 in average daily attendance. This shows 67.75 per cent. of school population enrolled, a gain of 1.45 per cent., while 75.46 per cent. of the enrolment were reported in average attendance, a gain of 10.84 per cent. There were 311 more schools taught, 33,725 more sittings provided, and 1,219 more teachers employed, at a slight increase in average monthly pay. There was an increase of \$521,086 in expenditure for public schools and of \$299,740 in the permanent fund, which advanced to \$10,178,806, one of the largest in the United States.

The State superintendent reports 105 private and parochial schools in the State, with 518 teachers and 10,528 pupils, which last, added to the enrolment in public schools, shows 69.10 per cent. of the school population of the State under school instruction.

ADMINISTRATION.

For general supervision of State school interests there is a board of education, composed of the governor, secretary of state, and attorney general, with a superintendent of public schools, elected by the people for 4-year terms. For each county there is a school commissioner, elected by the people biennially. For each district there is a board of 3 directors, elected by the qualified voters of the district for 3 years, with annual change of 1, which has the care of the district school property and provides necessary apparatus for the school rooms, fuel, and other necessary material.

The public schools are free to all youth 6-20 years of age in the State, but separate schools must be established for colored children in districts with 16 or more such children, these to be under the same school officers as other schools and have the same advantages. When school officers fail to establish such schools, the county court is required to provide for them. Teachers of public schools must make monthly reports of all required statistics, and a summary report of the whole term at its close, to the district clerk, or forfeit the last month's wages. Uniformity of text books is secured by a meeting of the presidents of the boards of education of cities, towns, villages, and district directors, held every fifth year since January, 1875. Neither sectarian teaching in the public schools nor appropriation of State funds to private or sectarian schools is permitted.

The State superintendent apportions the public school fund to the different counties according to school population and county officers apportion to the districts in the same way. Districts failing to return an enumeration of their school youth receive no portion of the public fund.

SCHOOL FINANCES.

In addition to 25 per cent. of the State revenue, the public schools are sustained from the proceeds of lands granted by the United States; by moneys or other property belonging to any educational fund, except where vested rights would be infringed; by the net proceeds of the State tobacco warehouse; by sales of escheated lands or other property and of estrays; by unclaimed dividends of distributive shares of the estates of deceased persons; by fines, penalties, or forfeitures; by congressional grants; and by any grants, gifts, or devises made to the State, not otherwise appropriated by the terms of such grants. Local taxes may be levied for building school-houses or paying for them afterwards, but must not exceed two-fifths of 1 per cent. on the taxable property in a district. For school purposes, except in cities and towns, district taxes are not to exceed 40 cents on \$100, unless by a majority vote of taxpayers.

NEW LEGISLATION.

The following among other changes were made in the school laws in 1883:

The school year was made to begin July 1, instead of the first Tuesday in April. It is required that the entire estimate for public schools shall not exceed 1 per cent. on property in districts formed of cities, towns, and villages, nor 65 cents on \$100 in other districts. School boards are forbidden to employ any of their own members as teachers. District clerks are forbidden to issue warrants in favor of teachers for the last month's salary until they shall have filed with said clerk their term reports. The attendance at school of any child afflicted with any contagious or infectious disease is forbidden. No member of any school board of city, town, or village having less than 20,000 inhabitants may hold any office or employment of profit from said board while a member thereof, except that the secretary may receive not to exceed \$100 and the treasurer \$50 for any one year; and said boards are required to make semiannually a detailed report of school finances and publish the same in a local newspaper, if there be such; if not, by notices posted in public places.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

Any city, town, or village may organize as a school district and elect a board of 6 directors for a term of 3 years, with a president, secretary, and treasurer, chosen from its own members. It is the duty of such boards to establish primary and higher schools of grade similar to those in other districts and to look after the other educational interests of the district.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Hannibal	11,074					
Kansas City	55,785	20,018	8,847	5,662	118	\$143,643
St. Joseph	32,431	12,722	4,599	3,208	72	87,485
St. Louis	850,518	106,372	59,047	38,135	1,135	836,120
Sedalia	9,561	3,650	2,614	1,659	31	35,981

1883-'84.

Hannibal	11,074	4,115	2,160	1,444	34	22,539
Kansas City	55,785	22,570	9,723	6,242	137	255,122
St. Joseph	32,431	12,338	4,662	3,223	78	87,631
St. Louis	850,518					
Sedalia	9,561					

ADDITIONAL PARTICULARS.

Hannibal made no report for 1883, but in 1884 for its school population of 4,115 had 7 school buildings, valued, with other school property, at \$58,700. The enrolment was 52.49 per cent. of enumeration, the schools holding in average attendance 67.41 per cent. of the enrolment. Schools were in session 175 days. No special teachers were employed. The superintendent urges the opening of an evening school and an increase of school rooms to meet the increasing population.

Kansas City in 1883 had 13 school buildings, with 7,384 sittings, valued, with other school property, at \$359,400; in 1884 there were 15 school buildings, a gain of 2, with 8,463 sittings, a gain of 1,079; value of all school property, \$461,000, a gain of \$101,600. With an increase of 2,552 in school population and of 876 in enrolment, there were 19 more teachers employed. The per cent. of average daily attendance to enrolment was 64 in both years, with a small fraction in favor of the latter. Schools were taught 177 days in 1883 and 176 in 1884. In 1883 there were 1,500 in private and parochial schools, and in 1884 2,000.

St. Joseph reports for 1883-'84 19 school buildings, with 3,690 sittings, all school property valued at \$196,375. There was a decrease of 384 in school population, with an increase of 63 in enrolment, of 15 in average daily attendance, of 6 in teachers, and of \$146 in expenditure. The schools were in session 193 days in 1883 and 188 in 1884. The estimated enrolment of 700 in private and parochial schools was the same in both years. The superintendent urges the establishment of a training school for those who are to teach in the schools of the city and also that teachers' wages be restored to their former schedule.

St. Louis reported in 1882-'83 satisfactory progress made in all grades of the public schools, definite results having been realized more especially in the primary and intermediate grades, where the greater portion of the children are instructed in the rudiments of number, form, and language. Much attention had been given to methods of instruction, and the improvement in this direction had awakened new interest in the work among both teachers and pupils.

No report for 1883-'84 has been received.

Sedalia in 1883 had 8 school buildings, with 1,860 sittings, for its school population of 3,650; all school property was valued at \$70,000. The enrolment was about 72 per cent. of the school population, while 63.46 per cent. of those enrolled were in average daily attendance. Schools were in session 178 days. Estimated enrolment in private and parochial schools, 200.

KINDERGÄRTEN.

There are 51 Kindergärten reporting, all but one of them apparently in St. Louis. For their statistics, see Table V of the appendix, and for summaries of the same, the report of the Commissioner preceding.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR CERTIFICATES.

To be employed as a teacher in any public school in the State a person must hold a certificate of qualification signed by the commissioner of the county where the applicant intends to teach, those holding certificates from the State superintendent ex-

cepted. To obtain said certificate the applicant must furnish evidence of good moral character and of fitness to teach the ordinary common school branches. Certificates are good only for one year, unless the person is found qualified to teach the elements of the natural sciences and physiology.

STATE NORMAL TRAINING.

Missouri now supports 5 normal schools: One at the State University, Columbia, and 3 others at Kirksville, Warrensburg, and Cape Girardeau, called, first, second, and third district normal schools, besides Lincoln Institute, Jefferson City, for the training of colored teachers, the one at the State College, Rolla, apparently having been dropped.

The district normal schools are each under the control of boards of 7 regents, appointed by the governor, with consent of the senate, for 6 years, with partial change every 2 years, the State superintendent being ex officio a member of each board.

The 4 years of study in the normals and the grades of certificates given are substantially the same in all. Certificates, good for 2 years, are given at the end of 2 years' study; certificates good for 3 years, at the end of another year of study; and a State certificate and diploma, with degree of bachelor of arts and didactics, to those taking the full 4-year course. All the normals have model schools.

Kirksville (first district) in 1884 had 11 instructors, with 501 normal and 181 other students; graduated 17, of whom 16 engaged in teaching; received from the State \$10,000; and had a library of 1,000 volumes, increased by 300 during the year.

Warrensburg (second district) in 1882-'83 had 11 instructors and 448 normal students, of whom it graduated 43, 18 from the 4-year, 6 from the 3-year, and 19 from the 2-year course.

Cape Girardeau (third district) reported for 1884 8 instructors and 248 normal students, graduating 39, all of whom were engaged as teachers in the public schools. It received from the State \$22,784, \$12,784 for repairs, and has a library of 1,800 volumes, 150 being pedagogical.

The dean of the normal department of the *State university*, Columbia, in 1884 was assisted by 16 other instructors in the university; 37 normal and 573 other students were in attendance and 11 were graduated from the 2-year course. The appropriations are in common with the other departments of the university. Graduates receive State certificates from the State superintendent, without further examination.

Lincoln Institute (colored), Jefferson City, shows for 1883-'84 a faculty of 8 instructors, with 187 students, of whom 61 were in the normal department, and a graduating class of 5 from its 4-year course and 9 from its 2-year course. The preparatory course covers 5 years. Appropriations were \$12,500 for maintenance, \$2,000 for completing dormitory, \$1,000 for repairs, and \$500 for the purchase of books.

OTHER NORMAL TRAINING.

The *Liberal Normal School*, at Liberal (1882), in its report for 1883-'84, shows 2 instructors and 5 normal and 108 other students. Graduates from its full course of 3 years receive certificates good for the county in which the school is situated, without further examination.

La Grange College, La Grange, continued in 1883-'84 its normal department, in which instruction is given by the college professors in the general science of education and in the theory and practice of teaching.

St. Louis Normal School is maintained by the city for the training of young women to teach in the city public schools. In 1883-'84 there were 6 instructors, 64 students, and 22 graduates from its 2-year full course, all engaged in teaching, their certificates being good for the city, without further examination.

Normal courses were also reported at Southwest Baptist College, Bolivar; Lewis College, Glasgow; Stewartsville College, Stewartsville; Central Wesleyan College, Warrenton; and Christian University, Canton.

TEACHERS' INSTITUTES.

In those counties where (by vote of the citizens) the superintendents give their whole time to the supervision of the public schools, receiving full pay therefor, as provided by law, it is their duty to hold normal institutes for teachers, subject to the advice of the State superintendent; and teachers are required to become members of such institutes and to attend regularly.

The State superintendent, in his report for 1883-'84, recommends an amendment to the law which shall require the organization of institutes in every county. He considers them a necessity, as they supply teachers with that which is absolutely essential to them, and which only the few who can attend normal schools obtain otherwise than in these institutes. He thinks the efficiency of the average teacher is increased 20 per cent. by a month's earnest labor at an institute, and that of inexperienced teachers is doubled.

During the summer of 1884 many interesting and valuable institutes were held. While in a number of counties there were none, yet more were held for four weeks than ever before and with better results than formerly. Longer sessions were held, more experienced conductors were employed, there was a better attendance by the teachers, and the interest taken in the work by the public was greater than formerly.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Kansas City in 1882-'83 reported a high school which enrolled 316, with an average daily attendance of 231 and a graduating class of 24. Its studies are arranged in general and classical courses of 4 years each.

St. Joseph in 1882-'83 enrolled in its high school 204, with an average daily attendance of 162, graduating 25 from its 4-year course. In 1884 there were 185 students attending, of whom 144 were in average attendance. The year is said to have been one of prosperity, marked by faithful and efficient work.

St. Louis reported in 1882-'83 an enrolment of 781 pupils in the high school, with 592 in average attendance, of whom 76 were graduated.

There is no information for 1883-'84 at hand from any of the above or other high schools in the State, except that at *St. Joseph*.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Missouri*, Columbia, continued in 1883-'84 to give instruction in 11 academic schools, 6 in science and 5 in languages, and in 9 professional schools, 1 of the latter (the School of Mines and Metallurgy) being at Rolla. There was a faculty of 33 members, with 573 students, 71 being in the mining school at Rolla. Women are admitted on equal terms with men.

The *Washington University*, St. Louis, continues to give, in its Smith Academy, for young men, and the Mary Institute, for young women, thorough preparatory training for the 3 collegiate courses in arts, philosophy, and science. Graduates of the 2 former courses, of 4 years each, receive the degrees of A. B. and PH. B. There are also provided 3 degrees beyond the ordinary A. M.: the first, cum laude; the second, magna cum laude; the third, summa cum laude. The Manual Training School, established in 1879, affords an exceedingly useful course in mechanical industries. The St. Louis School of Fine Arts, a department of the university, gives training in art. For an account of the Manual Training School, see Scientific and Professional Instruction, further on. Free evening schools, preparatory to industrial pursuits, are held in the polytechnic building, also connected with the university.

The *Southwest Baptist College*, Bolivar (organized 1879), appears now, for the first time, in the collegiate table, IX, of the appendix, having been previously in the academic list. It shows classical and Latin-scientific courses and a course in letters of 4 years each, a normal course of 3 years, one in music of 4 years, and an undefined commercial course.

Westminster College, Fulton (Presbyterian), not reported in 1881 or 1882, now shows a classical course of 6 years and a scientific course of 4, with an English course designed to fit boys for business.

Morrisville College, Morrisville (Methodist Episcopal), chartered as a college in 1876, but heretofore found in the academic list, now, for the first time, appears in that of colleges. It shows a faculty of 5 members, with a preparatory department, which includes only ordinary English studies; a high school department, including higher English studies, with Latin optional; and a collegiate department, with the ordinary college studies, covering 4 years.

Sedalia University, Sedalia (Presbyterian), now first reported, shows a preparatory course of 3 years, and classical, scientific, and modern language courses of 4 years each, the first two leading to the degree of A. B. and the other to that of B. S. There are also commercial, normal, and music courses. Women are admitted on equal terms with men. From an academic character this institution has gradually advanced to an apparently fair college rank.

Most of the above colleges report preparatory training of from 1 to 3 years. Christian and St. Louis Universities and Stewartsville College have commercial courses, St. Louis University and Pritchett School Institute each provided a graduate course, while music, drawing, and painting were taught in nearly all.

For the statistics of the above institutions, see Table IX of the appendix, and for summaries of the same, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

All the colleges, except Central, William Jewell, and the 4 Roman Catholic institutions, admit women on equal terms with men.

For statistics of colleges for women only, see Table VIII of the appendix, and for summaries of the same, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Missouri Agricultural and Mechanical College*, a department of the University of Missouri, combines in its complete course the academic and professional. The latter may be taken first or alone, the purpose being to give a special rather than a general education. Students enter at once on the 2-year course in agriculture, and when it is completed may, if they desire, pursue the academic studies as graduates, with special advantages. The degree of bachelor of agricultural science is conferred on those who complete the course and pass a final examination.

The *School of Mines and Metallurgy*, Rolla, also a department of the University of Missouri, has a preparatory course of 2 years, the satisfactory completion of which admits to the technical department without examination, and 2 technical courses of 3 years each, leading to the degrees of mining and civil engineer. There is no mention in the catalogue of 1883-'84 of the teachers' class heretofore reported.

The *O'Fallon Polytechnic Institute*, at Washington University, covers the whole scientific work of the university, including such elementary instruction as circumstances may require. It continues to offer 5 courses of 4 years, 1 each in civil and in mechanical engineering, in chemistry, in mining and metallurgy, and in building and architecture. The same rule as to degrees of distinction applies to this department as to the colleges of the university. After June, 1885, only bachelor's degrees will be conferred on the graduates from the 4-year courses. The full professional degrees are given only to graduate students who complete an additional course during a fifth year.

The *Manual Training School* in Washington University, presenting some novel features, proceeds on the assumption that there is too little manual training given in ordinary American schools. This school exacts close and thoughtful study of books as well as of tools. By lengthening the school day an hour and abridging the daily recitations, time is found for drawing and tool work. No special trades are taught, the work being disciplinary, nor are articles manufactured for sale. The course of instruction covers 3 years, the school time being about equally divided between the mental and manual exercises. One hour a day is given to drawing and 2 to shop work. Everything made by the pupils must first be drawn by them. One year is spent in wood work and 2 at iron and steel work, the boys in the third year making their own tools. The interest the pupils evince for the shop work is said to be great, but does not lessen that felt in their other studies. The examinations passed by the graduates of the school, when they are candidates for polytechnic schools or colleges, are said to be, on an average, fully equal to those passed by students having had other preparation. The graduates of this school enter various pursuits, and a number have made rapid progress in mechanic arts and occupy responsible positions. The school is no longer regarded as an experiment. Its 240 sittings are all occupied and numbers await future vacancies. The minimum age of admission is 14 years.

PROFESSIONAL.

Theology.—Theological studies are pursued to some extent in the Christian University, Warrenton; in Central College, Fayette (Methodist Episcopal South); and in La Grange College (Baptist). Central Wesleyan College, Warrenton (German Methodist), has a regular 4-year course of theological studies in German. St. Vincent's College, Cape Girardeau (Roman Catholic), has a theological department. Concordia College Seminary, St. Louis (Evangelical Lutheran), has a full 3-year theological course in German.

The Jeremiah Vardeman School of Theology, in William Jewell College, Liberty (Methodist Episcopal), shows a regular course in theology of 2 years for those who can read the scriptures in Greek and Hebrew, and for those not having a classical education the course is so arranged as to be pursued, in connection with the literary studies, in a course of 5 years.

Law.—The law school in the University of Missouri, Columbia, with a faculty of 9, gave instruction in a 2-year course, an elective one being provided for those not desiring a full course. The mode of instruction is by daily examinations upon text books, by lectures, and by exercises in a moot court held every Monday. Those who

sustain a satisfactory final examination receive the degree of bachelor of law, which entitles them, without further examination, to practise in the courts of the State.

The St. Louis Law School, in the Washington University, continued its 2-year course. With a view to raising the standard of legal instruction, it purposes, as soon as circumstances will allow, to add another year to its course. The present one is designed to prepare young men to a degree above the ordinary standard of admission to the bar in any part of the United States, with the conviction that an elevation of standard is required in the interest of the profession at large. Moot courts are held weekly, preserving as nearly as possible the forms of an ordinary court. Adult students who have been members of the senior class during the entire term with the prescribed regularity and have passed a satisfactory final examination receive the degree of LL. B., which entitles them to admission, without further examination, to the bars of both the State and United States courts.

Medicine.—The law of 1883 regulating the practice of medicine authorizes the State board of health to issue certificates to all who shall furnish satisfactory proof of having received diplomas or licenses from legally chartered medical schools in good standing, of whatever school or system of medicine. They are to prepare two forms of certificates, one for those in possession of diplomas or licenses, the other for candidates examined by the board.

The following 9 "regular" medical schools reporting in 1883-'84 have courses of from 18 to 34 weeks: Missouri Medical College (St. Louis), Kansas City Medical College, Kansas City Hospital College of Medicine, and St. Louis College of Physicians and Surgeons have courses of 20 weeks; Northwestern Medical College of St. Joseph and St. Joseph Medical College, courses of 5 months; St. Louis Medical College, one of 21 weeks; medical department of the University of Kansas City, one of 26 weeks; while the Medical School of the University of Missouri, Columbia, has a 2-year course, the first year being 32 weeks in length, the other nearly 36 weeks. The Missouri Medical College, St. Louis College of Physicians and Surgeons, and St. Joseph Medical College recommend, but do not require, a 3-year graded course; while the St. Louis Medical College has a 3-year graded course and the Medical School of the State University one of 2 years.

The American Medical College, St. Louis (eclectic), has a course of 20 weeks, with 8 professors and 1 adjunct professor.

The Homœopathic Medical College of Missouri, St. Louis, has a course of 19 weeks, with a faculty of 12 professors.

The requirements for admission are substantially the same in all but 2, which make no requirements, viz, a good English education and good moral character; for graduation, 3 years of medical study, from 2 to 3 years' attendance on full courses of lectures, and a satisfactory final examination on all the branches taught. The aggregate number attending the regular schools in 1883-'84 was 613, of whom 212 were graduated, under 100 professors. In the eclectic school there were 9 instructors, 65 matriculates, and 15 graduates; in the homœopathic school, 12 professors, 39 matriculates, and 19 graduates.

Dentistry.—The Missouri Dental College, St. Louis, 1883-'84, requires for admission a good English education; for graduation, attendance on 2 full courses of lectures, a thorough treatment of some patient requiring the usual dental operations, under the eye of the demonstrator, the construction of at least one practical artificial case, and the passage of a satisfactory final examination in all the branches taught in the college.

The Kansas City Dental College in 1883-'84 gave dental instruction in the usual courses of such schools, with the usual requirements for admission and graduation.

Pharmacy.—The St. Louis College of Pharmacy gives instruction in chemistry, materia medica, botany, and pharmacy. The requirements are: For admission to the junior class, an examination held in accordance with the rules of the State boards; for graduation, attendance on 2 courses of lectures and service in the drug business 4 years. The new building just erected affords superior facilities for teaching. Women are admitted on the same conditions as men.

For statistics of professional schools, see Tables XI, XII, and XIII of the appendix, and for summaries of same, corresponding tables in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Missouri Institution for the Education of the Deaf and Dumb*, Fulton, in 1882-'83 enrolled 199 pupils, representing 84 counties and the city of St. Louis, making 836 since its organization. The course of study is the same as that of the common schools. The boys receive instruction in three trades—cabinet work, shoemaking, and printing—furnishing the institution with all needed in these lines of industry. The girls are taught to make and repair clothes and are also instructed in general sewing and housework. Tuition and board are free to all residents in the State, the State

appropriation for the 2 years 1883 and 1884 being \$118,500. The property of the institution is valued at \$172,000.

The *Missouri School for the Blind*, St. Louis, in 1882-'83 enrolled 102 inmates; 13 completed the course in all departments and were awarded the usual certificate of distinction; quite a number over the age of 25, admitted to learn a trade, completed the course in the mechanical department and were discharged.

In the primary and intermediate departments the studies are those of the common schools; in the literary department the course embraces the studies usually taught in the high schools. Thorough musical training is given to those possessing musical talent. Broom and brush making, cane seating, and rag carpet weaving are the trades taught. Property is valued at \$200,000; the annual State appropriation is \$57,000.

INDUSTRIAL TRAINING.

The Girls' Industrial Home and School, St. Louis, in its twenty-ninth annual report, shows a family of from 55 to 70 children, from 1 year old to 16. Very few of the latter remain in the institution, as good homes are readily found for them, where they generally become useful and happy. Dressmaking and other branches of woman's work are taught. Kindergarten songs are taught in the school. The home is sustained by private charities.

HOMES FOR ORPHAN OR DEPENDENT CHILDREN.

For statistics of these schools, see Table XXII of the appendix; for summaries of them, corresponding tables in the report of the Commissioner preceding.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The Missouri State Teachers' Association held its twenty-third annual session at Sweet Springs, June 24-27, 1884, State Superintendent Coleman presiding.

Mr. Loos, of New London, gave an address on "Memory in the school." Mr. Coats followed with a paper on "Physical education," in the discussion of which the neglect of teachers in regard to this was pointed out. Ex-Superintendent Shannon read a paper on "Free thought and free thinkers," in which he said that of all men the teacher should be the freest to think, and his thoughts, written on the hearts of his pupils, should ennoble, elevate, and dignify human life. Prof. Anthony Haynes then read a "Defence of the normal school system;" Commissioner T. P. Lee, a paper on "Mental and written arithmetic;" followed by a talk on "Practical teaching in primary schools," introduced by Commissioner Lumpkins. A discussion then took place on "The county commissioner a counsellor," a paper on "County institutes" was read, and an address was given on "Institutes." Then came a paper on "Mental growth," and an address by James H. Canfield, of Kansas University, on "The best education for the industrial classes," said to have been the most effective exercise of the session. Papers followed on a variety of subjects, including "The beautiful in education," "School masters and school teachers," "The new vs. the old," and "English in the high schools." In the resolutions adopted, private schools in the State were recognized as valuable aids in the work of education and normal schools as an essential factor in the public school system. The improving condition of public education and public sentiment was noted with reference to the State school system, as seen in the better methods adopted, better teachers employed, and more thorough teaching done in a large number of country schools; in the introduction of a graded school system in many villages and towns, and in the improvement of those already graded; in the more sightly and commodious school-houses erected; in the increasing number of normal institutes and of teachers attending them; and in the friendly attitude of the legislature. A resolution was also adopted looking to the establishment of a summer normal school of 4 weeks at the close of each annual convention, and arrangements were made to secure its beginning in connection with the next meeting at Sweet Springs, July, 1885.

CHIEF STATE SCHOOL OFFICER.

Hon. W. E. COLEMAN, *State superintendent of public schools, Jefferson City*

[Term, January 8, 1883, to January, 1887.]

NEBRASKA.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	185,057	209,436	24,379	.....
Enrolled in public schools	126,129	137,618	11,489	.....
Average daily attendance	71,192	81,430	10,238	.....
Per cent. of school youth enrolled	68.15	65.70	.....	2.45
Per cent. of school youth in daily attendance.	38.47	38.88	.41	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Public school districts	3,521	3,834	313	.....
Districts with six months' school	2,078	2,563	485	.....
Districts having no schools	143	221	78	.....
Districts having graded schools	114	128	14	.....
Average duration of schools, in days ..	119	120	1	.....
Public school-houses	3,160	3,353	193	.....
School-houses built during the year ..	230	309	79	.....
School-houses without blackboards...	230	146	.....	84
TEACHERS.				
Men teaching in public schools	1,788	1,906	118	.....
Women teaching in public schools	3,805	4,144	339	.....
Whole number teaching	5,593	6,050	457	.....
Teachers attending institutes	3,223	3,716	488	.....
FINANCIAL STATEMENT.				
Whole expenditure for public schools.	\$1,504,417	\$1,842,631	\$338,214	.....
Estimated value of public school property.	2,503,108	2,786,387	283,279	.....
Permanent available school fund	2,329,059	3,974,216	1,645,157	.....
Average monthly pay of men	38 23	40 81	2 58	.....
Average monthly pay of women	30 36	34 32	3 96	.....

(From returns of Hon. W. W. Jones, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

As may be seen from the preceding summary, the increase in pupils enrolled during 1883-'84 and in average daily attendance bears, for a young State, a fair proportion to the 24,000 more youth of legal school age (5-21), the per cent. of this age enrolled reaching nearly 66 and that in average attendance nearly 39. Many more school districts were reported, and very many more in which schools were sustained six months; 309 school-houses built indicates a considerable enlargement of accommodations; while the valuation of school property increased, as did the number of teachers employed, their average pay, the amount expended for public schools, and the amount of school funds, permanent and temporary. The funds have kept pace with the growth of the State, having increased so greatly as to allow in 1883-'84 an apportionment of 23 per cent. more to each pupil than could be made five years previous.

Better preparation of teachers has resulted from a law of 1883 requiring them to attend county institutes, on penalty of having their certificates revoked. Much good has resulted from the adoption of a course of study in country schools as far as this has been tried, and the superintendent has taken measures to continue and increase

efforts in this direction. Greater public interest in school work was aroused by meetings of county associations, of which 31 were held during the year. This interest was stimulated by the newspaper press, which was largely instrumental in awakening popular pride in the high standing of the State in respect to illiteracy, as shown by the United States Census of 1880. This placed Nebraska and Iowa in advance of all the other States in respect to the small proportion of persons unable to read, and gave Nebraska the lead when those unable to write were counted.

ADMINISTRATION.

A State superintendent of public instruction, elected by the people for 2 years, has general charge of the public schools, while a board of regents of the State university and a normal school board have control of the interests indicated by their titles. There is also a board, composed of various State officers, for the management of school lands and funds.

Local school officers are county superintendents of public schools, elected by the people for 2 years, and district boards of 3 trustees, elected for 3 years. Districts having more than 150 youth of school age may, if a majority of the voters so decide, elect boards of 6 trustees. Women 21 years of age, residents of the district and owners of property or having children to educate, may vote in district meetings.

The public schools of any district are free to all residents in it 5-21 years of age, and they must be taught at least 9 months of each year in districts having more than 200 pupils, 6 months in those having 75 to 200, and 3 months in those with less than 75. The State funds are apportioned by the State superintendent to the counties in proportion to school population, and by county superintendents to districts, three-fourths of the amount in proportion to the school population therein, the remaining one-fourth equally to the districts. Each district director reports annually to the county superintendent, the latter to the State superintendent, and he to the governor. The system of education includes public high schools, teachers' institutes, a State normal school, a State university, and a reformatory for children. Instruction in all schools supported or aided by public funds must be non-sectarian.

SCHOOL FINANCES.

The funds for the support of the public schools are derived from the income of a State common school fund; from such percentage as has been or may be granted by Congress on the sale of lands in the State; from moneys arising from the sale or lease of school lands; from the proceeds of all lands granted to the State, unless for other purpose distinctly stated; and from the proceeds of escheats and forfeitures. In addition to the income of this fund, there is for public schools a State school tax of not more than 1½ mills on \$1 of taxable property. Taxes are also voted by districts, which may not exceed 25 mills on \$1. The income of the public schools is also augmented by various fines, licenses, &c.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

Public schools in incorporated cities with 2,000 or more inhabitants are under the direction of boards of education of 6 members, elected on a general ticket for terms of 2 years, one-third of them liable to annual change. These boards elect annually a superintendent of public instruction, who becomes the principal teacher.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Lincoln.....	13,003	3,593	2,404	1,800	33	\$37,057
Omaha.....	30,518	8,921	5,411	3,610	88	134,178

1883-'84.

Lincoln.....	13,003	3,869	2,507	1,587	38	.....
Omaha.....	30,518	10,367	6,136	3,686	105	195,942

ADDITIONAL PARTICULARS.

Lincoln in 1883-'84 had 1,520 pupils enrolled in primary schools, 704 in intermediate, 196 in grammar, and 87 in high; there were 96 colored pupils. The schools were taught 9 months, in 8 buildings, containing 38 rooms. Average salary of teachers, \$51.

Omaha in 1882-'83 had an increased enrolment of 711, more than 15 per cent. over that of the preceding year, and an average attendance greater by 689, or more than 23 per cent. This increase in daily attendance severely taxed the resources of the board of education in providing room. Although 3 new school buildings were erected during the year, giving 8 more rooms, while others were in progress, these came far short of meeting the demand.

Among the features of 1883-'84 were the introduction of music into the course of study, the employment of special teachers in this branch and in drawing and penmanship, and the completion of 3 more school buildings, giving 18 more rooms, another building being improved and still another in process of erection. The schools maintained their high standard in studies, discipline, and attendance, with a large falling off in cases of tardiness. Evening schools had 260 pupils, with an average attendance of 40, under 3 teachers. Estimated enrolment in private schools, 1,729.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR TEACHERS' CERTIFICATES.

No person in this State may teach in the public schools without a certificate, based on examination, from the State superintendent of public instruction, from the county superintendent of the county in which he purposes to teach, from the State Normal School, or from a city board of examiners. A diploma from the State Normal School or from a like normal school of another State has the force of a high grade certificate; the latter, however, must be approved by the State superintendent. For a professional State certificate, which authorizes the holder to teach in any public school of the State without further examination, there must be evidence of high character and of broad scholarship or of graduation from a college or university in good standing and of successful teaching for at least 3 years in a high school of the State.

STATE NORMAL TRAINING.

The *State Normal School*, Peru, gives 2 years to elementary studies and 3 to a higher course. Vocal music, penmanship, and orthography constitute a part of the daily exercises and instruction in Latin is given in the advanced course. Graduates from the elementary course are qualified to teach in common ungraded and lower grade schools; those from the higher, for any educational position in the public schools of the State.

The *University of Nebraska*, Lincoln, in its department of didactics, presents elective studies in the junior and senior years. The studies offered are history of education, State and national systems of education, school organization and management, and school supervision in city, village, and country.

OTHER NORMAL TRAINING.

The *Santee Normal Training School*, Santee Agency, established by the American Board of Commissioners for Foreign Missions to train Dakota Indian ministers, teachers, and interpreters and to educate the men and women of the Dakota Nation, offers instruction in the English studies and science; also, in industrial work. Whole number of students, 114; under normal training, 4.

Doane College presents a 3-year course of normal training in common English and advanced studies. Special attention is given to the best methods of acquiring and imparting knowledge, to school organization and discipline, and to State laws concerning education. Opportunity for practice teaching is given to students.

Nebraska Wesleyan University, in a 3-year teachers' course, trains students in all the branches required for a first grade certificate.

For statistics of normal schools reporting for 1883-'84, see Table III of the appendix to this volume; for a summary of those statistics, a corresponding table in the report of the Commissioner preceding.

EDUCATIONAL JOURNALS.

School Work and Literary Notes, a semimonthly published at Crete, continued to be in 1883 and 1884 the official organ of public instruction and the chief medium for the diffusion of educational information throughout the State. It was in its eleventh volume as *School Work* in 1884.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Any district containing 150 or more children between the ages of 5 and 21 years may elect a district board of 6 trustees, which may grade and classify the scholars in the district, establish a high school when ordered by the district, and prescribe courses of study and text books for the same. In 1883-'84 there appear 37 such schools, with a total of 1,955 pupils, an increase of 141 from 1882-'83.

The State report says that a joint committee of the faculty of the university and of the principals and superintendents of public schools arranged in 1884 two courses for the high schools, a minor and a major. Completing the former—which includes arithmetic, elementary algebra, scientific studies, and English, Latin, and German elements—admits to the second year of the University Latin School. The completion of the latter—which includes higher elements of the same kind, with Greek and considerable English history—admits to the freshman class of the university. High schools adopting these courses and signifying their desire to prepare students for the university will be visited by a committee from the university, and, on approval of their work, will be allowed to enter their graduates without examination.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Nebraska*, Lincoln, has a college of literature, science, and the arts; a college of medicine, organized in 1883; an industrial college, embracing agriculture, practical science, civil engineering, and the mechanical arts; and a conservatory of music. The college of literature, science, and the arts presents classical, scientific, and literary courses, each covering 4 years and leading to appropriate degrees. Two years are given to preparatory studies. Drawing, painting, ancient and modern languages, and didactics form a part of the course, the last optional.

During 1883 and 1884 the faculty of the university was greatly strengthened, students increased in number and improved in quality, and more baccalaureate degrees were given than half the entire number for the preceding 10 years, or the whole previous existence of the university. During 1883-'84 there was an attendance of 349 students in all departments.

The other collegiate institutions reporting are Doane College, Crete; Nebraska College, Nebraska City; Creighton College, Omaha; and Nebraska Wesleyan University, Fullerton. All include preparatory departments or courses and classical courses of 4 years and all but Creighton College scientific courses.

Doane College reports the erection during the year of an astronomical observatory, the first and only one in the State. Its establishment is due to the liberality of the late Charles Boswell, of West Hartford, Conn., who recently gave the college \$4,500, this making a total of \$13,000 received from him at various times, besides an additional amount left by will. The observatory is also a signal service station, coöperating with the United States Signal Service at Washington. The equipment includes an equatorial telescope of 8-inch aperture, a transit instrument, an astronomical clock, a sidereal break circuit chronometer, a time ball dropped daily at noon by electrical connection with the observatory clock, and various other electrical devices. This college also received during the year a bequest from Mr. L. J. Knowles, of Worcester, Mass., cash from Mr. and Mrs. Knowles amounting to \$1,000, and additional amounts from others, making a total of \$11,400.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Provision for scientific instruction is found in the Industrial College of the University of Nebraska, and to some extent in the general scientific courses of that university, Nebraska Wesleyan University, and Doane and Nebraska Colleges. The leading studies of the Industrial College are agriculture, horticulture, civil engineering, and related subjects. In the agricultural course prominence is given to the sciences in proportion to the directness of their relation to farming, and an effort is made to give the student (who has two or more agricultural or horticultural studies each year) such knowledge and skill as will be of the greatest value to him should he leave before completing a full course.

PROFESSIONAL.

Theological training has been heretofore reported in the Nebraska Divinity School, Nebraska City (Protestant Episcopal), in the German Theological Seminary, Crete (Congregational), and in the Nebraska Baptist Seminary, Gibbon. There is no report for 1883-'84 from the Baptist Seminary; the Nebraska Divinity School appears to have had only 2 students, under 1 professor; and the German Seminary had 15, under 2

professors. The Santee Normal Training School of the American Missionary Association, meant to prepare teachers and preachers for the Dakota Indians, reports 39 students of theology in 1883, under 4 instructors.

No schools of law report from this State, but the department of political science and philosophy of the State university includes in its curriculum courses in international law and in the Constitution of the United States.

Medical instruction continues to be given at Omaha Medical College, Omaha, in the usual course of 3 years' study, including 2 terms of lectures. These extend over 26 weeks. An examination in English branches is required for admission, and both sexes are received on equal terms. A college of medicine after the "regular" form was established by the board of regents, in connection with the State university, in February, 1883, and a faculty of 7 elected, who agreed to serve the university for two years without compensation, except necessary travelling expenses. At a later meeting of the board, in June, 1883, representation in the college was also granted to the homœopathic and eclectic schools of practice upon the same conditions. In June, 1884, regulations were adopted requiring attendance on 3 lecture terms of not less than 6 months each, as well as a satisfactory examination on all the studies of the course. As a result, most of the students entering in 1884 did so for a 3-year course. After September, 1885, candidates for admission must sustain an examination on the subjects required for a county superintendent's certificate of the second grade, with the addition of elementary chemistry, and must also show ability to write the English language correctly.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Nebraska Institute for the Deaf and Dumb, Omaha, instructs, by both the sign and what is termed the aural methods, deaf residents of the State 7 to 25 years of age. This instruction is in common school branches, history, physiology, philosophy, &c., and the report for 1883 and 1884 says that there were 27 pupils under aural and oral instruction. There is practice also in carpentry and printing for the boys, with sewing and general housework for girls. Wood engraving was added in 1884. The institution publishes an interesting Mute Journal, which was in its eleventh volume in that year. Since the organization of the school, in 1809, it is said that 211 pupils have received instruction, of whom 141 were in attendance in 1883-'84. For other statistics, see Table XVIII of the appendix.

EDUCATION OF THE BLIND.

The Nebraska Institute for the Blind, Nebraska City, furnishes tuition to resident blind pupils 9 to 21 years of age in common and higher school branches, with special attention to vocal and instrumental music. All receive instruction in some industrial work or trade which will fit them for self support.

Thirty-six pupils were under instruction in the biennial term which ended in 1884, and in 1885 the first class was expected to graduate from a literary department reorganized in the two preceding years.

STATE REFORM SCHOOL.

The State Reform School, Kearney, organized in 1881, reports for 1883 a total of 62 inmates, 27 of them committed during the year. Age for admission, 7-16; instructors, 10; studies, the common English branches and drawing.

EDUCATIONAL CONVENTION.

NEBRASKA STATE TEACHERS' ASSOCIATION.

The Nebraska State Teachers' Association held its annual convention at Lincoln, March 25, 1884, Hon. W. W. W. Jones, State superintendent, presiding. Among the papers read and discussed were "Educational hindrances," "National aid to education," "Twenty years in school," "The relation of the teacher to the people," "Modern languages," "Special training for teachers," and "The relation of secondary and superior instruction in the State;" also, an address on the relation of high schools to the State university, discussing fully the question of coöperation between these institutions, which seems to have been secured, as may be seen under Secondary Instruction, preceding.

CHIEF STATE SCHOOL OFFICER.

Hon. W. W. W. JONES, *State superintendent of public instruction, Lincoln.*

[Second term, January 4, 1883, to January 8, 1885.]

NEVADA.
STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18).....	9,900	9,593	.....	307
Enrolled in public schools.....	7,913	7,868	.....	45
Average number belonging.....	5,532	5,512	.....	20
Average daily attendance.....	4,956	5,227	271	.....
Per cent. of school youth enrolled.....	79.93	82.02	2.09	.....
Per cent. of school youth in attendance...	50.06	54.49	4.43	.....
Attending private schools.....	600	554	.....	46
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts.....	134	137	3	.....
Number of districts reporting.....	114	123	9	.....
Number that voted district tax.....	3	3	.....	.....
Number of public schools.....	198	205	7	.....
Number sustained without rate bills.....	133	138	.....	.....
Ungraded schools.....	78	80	2	.....
Graded schools, including high.....	125	130	5	.....
High schools.....	5	5	.....	.....
Average length of term, in days.....	132	148½	16½	.....
Volumes in school libraries.....	927	1,342	415	.....
TEACHERS.				
Men teaching in public schools.....	50	60	10	.....
Women teaching in public schools.....	170	170	.....	.....
Whole number of teachers.....	220	230	10	.....
FINANCIAL STATEMENT.				
Expenditure for public schools.....	\$159,147	\$162,011	\$2,864	.....
Average monthly pay of men.....	100 00	140 50	40 50	.....
Average monthly pay of women.....	71 00	96 01	25 01	.....

(From report of Hon. Charles S. Young, State superintendent of public instruction, for the biennial term ending August 31, 1884.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The falling off in mining in this State begins to show itself in a diminishing population, and the statistics of public schools may be expected to sympathize with the downward movement. Nevertheless, the per cent. of school youth enrolled shows in 1883-'84 an increase of about 2 per cent. and that in average daily attendance an increase of 4.43. With 3 new school districts formed, there were 9 more that reported school statistics; of 7 additional public schools, 5 were graded; more men were employed in teaching, higher pay was given to both sexes thus employed, and expenditure for public schools increased, although not largely.

The State superintendent says that there has been an increasing interest in the prosperity of the public schools, partly from discussion of school questions in 3 State teachers' institutes, partly from agitation of like questions in the public press, and partly from a unanimous appeal by teachers for needed school reforms. County superintendents' reports presented by him show a like increase of interest in many counties. The causes of failure, where failures to advance are spoken of, appear to be inadequacy of provision by the legislature for good schools, and especially inadequate taxation for them.

ADMINISTRATION.

The general supervision of public school interests is in the hands of a State superintendent of public instruction, chosen by the people for 4 years, and a State board of education, consisting of the governor, the surveyor general, and the State superintendent, the last named being secretary of the board. County school affairs are administered by county superintendents, elected by the people for 2 years. District schools are supervised by boards of trustees elected by the people and consisting of 3 or 5 members, according to population.

Kindergarten, primary, grammar, and high school departments must be established in connection with the public school system, provided the funds be sufficient for all; if not, preference is given to the lower grades, with the exception of the Kindergarten, which may not take precedence of any other department. Provision is also made by law for teachers' institutes, a State university, and for the instruction of deaf and blind pupils of the State at Berkeley, Cal. Public schools are free to all youth 6 to 18 years of age, and those 8 to 14 years of age are required to be sent to school at least 16 weeks each year, unless excused by the school officers. One school must be taught in each district at least 3 months each year to entitle the district to a share in the public funds; but further provision is made for terms of at least 6 months, and it is the duty of trustees to see that funds are provided to sustain them for that length of time if possible. Schools must be entirely free from sectarian and denominational influences. Teachers are not entitled to pay from public funds unless they hold certificates of competency from State or county boards of examination and have made reports to their county superintendent and to the board of school trustees. County superintendents must report annually to the State superintendent, who reports biennially to the governor.

FINANCES.

Public schools are supported from the interest on a State school fund (which is apportioned to each county according to the number of youth 6 to 18 therein), a State school tax of half a mill on the dollar of taxable property, and a county tax of from 15 to 50 cents on the \$100. When these funds are not sufficient to keep schools open at least 6 months of the year, trustees must levy a district tax sufficient to make up the deficiency. The schools may be taught for a longer term by additional taxes, if the voters of the district so decide, or by rate bills levied by the trustees on persons sending children to school. State and county school funds are apportioned by county superintendents to the several districts; 25 per cent. of them in proportion to the number of teachers employed, one teacher being assigned for each 100 census children or fraction thereof; the remaining funds, according to the number of youth 6 to 18 years of age.

CITY SCHOOL SYSTEMS.

ADMINISTRATION.

Each village, town, or incorporated city constitutes but one school district, the schools therein being under the control of a board of trustees elected by the people, which board numbers 5 members in a city whose population reaches 1,500 or more registered voters. In smaller towns and cities, as in country districts, the boards comprise only 3 members.

SCHOOLS OF VIRGINIA CITY.

Virginia City, with a population in 1880 of 10,917, reported for 1882-'83, the latest information received, 1,848 youth 6 to 18 years of age, 1,787 of them enrolled in public schools and 994 in average attendance. The schools were taught 10 months, or 200 days. Teachers were paid \$90.60 a month; there were 25 employed; 9 had taught the same school 2 years or more and all had attended teachers' institutes. The valuation of school-houses and furniture was \$32,000; of school apparatus, \$300; of library, \$250. There were also 156 children reported as attending private schools, 52 of them between 8 and 14 years of age.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR CERTIFICATES.

Certificates are granted by the county board of examination in each county to persons who have passed a satisfactory examination in the branches of study taught in the public schools and who give evidence of good moral character and fitness to teach. Such certificates are of two grades, the first good for 2 years, the second for 1 year. Those of teachers who are successfully and continuously engaged in teaching in the county may be renewed without reexamination. Certificates are also granted by the board, without examination, to holders of a life certificate of any State or of a California State Normal School diploma, provided that such State certificates or diplomas shall be presented within 5 years from the date of issue.

STATE NORMAL TRAINING.

The only provision made by the State for the training of teachers appears to be in its State and county institutes. The superintendent is required by law to hold a State teachers' institute annually, the sessions to last from 5 to 10 days, the expenses, not to exceed \$100, to be paid out of the general fund. County superintendents are authorized to convene one or more institutes annually, provided the county commissioners concur. The expenses, which must not exceed \$100 in each year, are to be paid out of general county funds.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

As already stated, the school law authorizes the establishment of high school departments in connection with the public schools whenever the funds are sufficient to sustain them. Five such appear in 1882-'83 and the same number in 1883-'84. The superintendent of Storey County reports 2 in that county, but gives no statistics regarding them.

SUPERIOR, SCIENTIFIC, AND PROFESSIONAL INSTRUCTION.

STATE UNIVERSITY.

The legislature of 1883 appropriated \$11,950 for the support of the various officers and for supplies of the institution at Elko. The regents have been endeavoring to attract outside scholars to it, desiring to make it what it is intended to be—a State university. Thus far it is said to have been little more than an Elko high school, supported by the State, nearly all the pupils being Elko children.

SCHOOL FOR GIRLS.

Bishop Whittaker's School for Girls, Reno, while not claiming collegiate rank nor conferring degrees, presents a 4-year course of superior instruction in English branches, with Latin and the modern languages as optional studies. Careful attention is given to moral, mental, and physical training. Calisthenic exercises and recreation in the open air form an essential part of the daily discipline.

No institutions for instruction in science, theology, law, or medicine report from this State.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

Provision is made by the State for the instruction of its deaf and dumb youth at the institution in Berkeley, Cal., \$300 each being paid for board and tuition and about \$50 more for clothing. Three Nevada pupils were under instruction here in 1884, of whom 2 were deaf and dumb, the other blind.

TRAINING OF ORPHANS.

The State Orphans' Home, Carson City, affords instruction in the elementary English branches and vocal music, as well as in the principles of morality and religion.

EDUCATIONAL CONVENTION.

STATE INSTITUTES.

The fourth annual session of the State Teachers' Institute was held December 27-29, 1883, at Reno. It was largely attended both by teachers and school patrons, and unusual interest was manifested in the topics presented. The Reno papers gave a full account of the proceedings, and 1,500 copies of a paper containing them were distributed among the school officers and teachers of the State. It was unanimously resolved by the institute that amendments to the school laws were needed and that these should include provision for State certificates, for increasing the school revenue, and for aiding State institutes.

In 1884 the institute was divided, the eastern division meeting at Elko, the western at Gold Hill. The proceedings related mainly to the means of improving the school laws and securing greater efficiency in the execution of them.

CHIEF STATE SCHOOL OFFICER.

Hon. CHARLES S. YOUNG, *State superintendent of public instruction, Carson City.*

[Term, January, 1882, to January, 1887.]

NEW HAMPSHIRE.

SUMMARY OF EDUCATIONAL STATISTICS.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (5-15) in 1880 <i>a</i>	60,899	60,899	.....	.....
Enrolment in public schools	64,854	64,654	.....	200
Average attendance in public schools.....	46,071	43,723	.....	2,348
Per cent. of enrolment to enumeration.....	106.49	106.17	.....	.32
Per cent. of average attendance to enumeration.....	75.65	71.80	.....	3.85
Children in private or church schools.....	4,606	5,122	516	.....
Children of school age not in school..	3,078	2,993	.....	85
SCHOOL DISTRICTS AND SCHOOLS.				
Towns with organized schools.....	235	235	.....	.....
School districts in these towns	1,989	1,993	4	.....
Fractional districts.....	190	208	18	.....
Districts under special acts	50	59	9	.....
Different public schools	2,713	2,698	.....	15
Number of graded schools	486	491	5	.....
Town and district high schools	50	46	.....	4
Schools averaging 12 scholars or under.....	786	782	.....	4
Schools averaging 6 scholars or under.....	313	306	.....	7
Number of school-houses	2,209	2,221	12	.....
Number built during the year.....	25	26	1	.....
School-houses with maps or globes....	1,875	1,851	.....	24
Average time of schools, in days.....	98.15	99.55	1.40	.....
TEACHERS.				
Men teaching in public schools.....	460	443	.....	17
Women teaching in public schools....	3,090	3,077	.....	13
Teaching the first time	569	544	.....	25
Teaching the same school in successive terms.....	1,421	1,539	118	.....
Teachers from normal schools.....	318	342	24	.....
FINANCIAL STATEMENT.				
Whole expenditure for public schools ..	\$605,887	\$624,125	\$18,238	.....
Amount of this paid teachers	430,352	426,472	.....	\$3,880
Amount paid for superintendence	14,871	15,308	437	.....
Valuation of public school property ..	2,393,577	2,381,577	.....	12,000
Average monthly pay of men teaching <i>b</i> ..	38 27	38 41	14	.....
Average monthly pay of women <i>b</i>	22 67	23 14	47	.....

a United States census.*b* Including board.

(From reports of Hon. J. W. Patterson, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The figures of the statistical summary just given tell their own tale of mingled loss and gain in schools, school districts, teachers, &c. The items of gain and loss, as may be seen, are about equal in number for the second of the two years covered by the report. In the earlier of these two years there had been gains in enrolment and aver-

age attendance in the public schools, in the number attending private or church schools, and in the valuation of State school property; the number of youth of school age not in school, too, was smaller by 601. But in the second year most of these gains diminish or altogether disappear. Though there were 5 more graded schools and 12 more school-houses, public schools were fewer by 15, and, while the number of teachers from normal schools increased, the increase was not sufficient to bring up the whole number of such teachers to what it had been in 1881-'82. Expenditure for public schools is the one thing that seems to be continuously rising.

But whatever the general educational condition of the State as compared with itself in other years, it stands, as compared with other States, among the highest, if not the very highest, as respects the proportion of school youth brought under instruction in its schools. Taking, as in the statistical summary preceding, the United States census figures of 1880 for school youth, we find that the per cent. of pupils enrolled in public schools alone, not counting those in private and church schools, was 106.49 in 1882-'83 and 106.17 in 1883-'84, while the per cent. of average attendance was 75.65 and 71.80. Even with the limited school age of 5-15, such percentages of enrolment and attendance are highly creditable.

ADMINISTRATION.

For the State there are a superintendent of public instruction, a board of commissioners of the literary fund, and a board of trustees of the State Normal School; for towns, school committees, and a superintendent of schools in any town which may so elect; for districts, a moderator, a clerk, and a prudential committee. Districts comprising the whole town must elect a board of education. Such other districts as have 50 children of school age or support a public school 30 weeks each year or a graded school 24 weeks may do the same.

Women may vote in school meetings and are eligible to town and district school offices.

The public schools are free to all resident children of school age, and children 8-14 years of age are required to attend a public or private school or receive instruction at home at least 12 weeks in every year, six of which, in the case of a public school pupil, must be consecutive. No child under 16 years of age may be employed in any manufacturing establishment unless he has attended school 12 weeks of the preceding year; none under 14, unless he has attended 6 months, or the full term of the school taught in his district the preceding year; none under 12, who has not attended during the whole term; none under 16, unless in vacation, who cannot read and write; and none under 10 may be so employed at all.

The owner or agent of a manufactory employing a child under 16 years of age and uncertified by the school committee as eligible to be employed becomes liable to a fine not exceeding \$20 for each offence. Parents or guardians of children 8-14 violating this law forfeit \$10 for the first and \$20 for every subsequent offence.

Towns may make bylaws concerning habitual truants and children 6-16 years of age not attending school and require their attendance, under a penalty of \$10 for each offence or a sentence of one year in the State Reform School.

SCHOOL FINANCES.

The public schools are sustained mainly from a town tax on polls and ratable estates, from a literary fund arising from a tax on the capital stock of banking corporations and on savings bank deposits, and from a fund derived from the sale of public lands.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

Towns and cities have school committees or boards of education for the control of public schools and may appoint a superintendent.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expen- diture.
Concord	13,843	.....	2,549	1,872	84	\$38,834
Dover	11,687	1,900	1,763	1,350	47	23,543
Manchester	22,630	47,560	4,473	2,831	108	76,792
Nashua	13,397	.....	2,755	1,880	56	38,521
Portsmouth	9,690	1,591	1,910	1,282	38	21,633

Statistics — Continued.

1882-'84.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expen- diture.
Concord	13,843	-----	2,518	1,926	79	\$39,116
Dover.....	11,687	1,954	2,073	1,382	47	25,159
Manchester.....	32,650	-----	4,262	2,720	86	67,872
Nashua.....	13,397	-----	2,960	1,831	59	27,797
Portsmouth.....	9,690	2,400	1,926	-----	39	22,051

a Estimated.

Concord in 1882-'83 reported the result of the year's work as fairly satisfactory.

In 1883-'84 there were 54 different public schools, 39 of them graded, and 243 pupils in higher branches. Instruction is given in music, drawing, and penmanship. The schools were taught 32 weeks during the year, in 30 buildings. Valuation of school property, \$184,402. Average monthly salary of men teaching, \$88.48; of women, \$42.14.

Dover shows a small decrease in the enrolment and attendance of 1882-'83; in 1883-'84, a corresponding increase. During the latter period the number between 5 and 15 not attending school was reduced from 361 to 112. The high school was taught 38 weeks; grammar schools, 36; primary and ungraded, 35; and an evening school, 17 weeks. There were 39 day teachers, 3 evening, and 1 special teacher of music. In employing teachers no allowance is made for successful experience or for professional training, and the superintendent says that a change in this respect would decidedly raise the standard of education in the schools. Of 42 public schools in the city 33 were graded. The 18 school-houses were in good condition and were valued, with other school property, at \$116,000.

Manchester for 1882-'83, with a large estimated increase of school children, shows a small decrease in enrolment, but 119 more in average attendance. The city system includes primary, intermediate, grammar, high, training, and evening schools, with accommodations for 3,750 pupils. The schools were taught 180 days by 9 men and 76 women, including 1 special teacher of music. Valuation of school property, \$316,575. Estimated enrolment in private and church schools, 3,000.

In 1883-'84 an increase was noted in enrolment and attendance, with a decrease in the school expenditures. The average monthly salary of 8 men teaching was \$130 and of 78 women \$40. There were 79 public schools, 65 of which were graded, the average length of term being 36 weeks. Of the 25 school-houses all were in good condition and 1 was built during the year, at a cost of \$12,512. Valuation of school property, \$326,525.

Nashua in 1882-'83 had 17 school buildings, with 2,465 sittings for study, valued at \$232,395. The city system included primary, intermediate, grammar, high, and evening schools, the last enrolling 542, with an average attendance of 329. Estimated enrolment in private schools, 20.

The enrolment in public schools increased in 1883-'84, but (apparently from an outbreak of fever) average daily attendance decreased. The youth of school age not attending any school increased from 100 to 300. There were 3 men and 53 women teaching. The average monthly salary of the former was increased during the year from \$118 to \$146.15; that of the latter from \$30 to \$45.21. Public school property was valued at \$232,395.

Portsmouth in 1883 reported a small decrease in its public school enrolment and average daily attendance. The schools were classed as primary, grammar, and high and occupied 34 rooms. A special teacher of penmanship was employed.

In 1884 there were 32 different public schools, 28 of which were graded, the average length of term for all being 40 weeks. The schools were taught in 14 buildings, valued, with other school property, at \$83,000, an estimated decrease of \$400. Average monthly salary of the 5 men teaching, \$125; of the 34 women, \$38.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR CERTIFICATES.

Persons desiring to be employed as teachers must present to the prudential committee a certificate of qualification from the school committee of the town in which the school is to be taught. This certificate must give evidence of the good moral character and suitable temper of the teacher and of the capacity to teach at least all common English branches, while for higher branches evidence must be given of ability to teach them also.

STATE NORMAL TRAINING.

The New Hampshire State Normal School, Plymouth, admits young women of 16 and young men of 17 years of age who declare their intention to fit themselves for teaching. Candidates may offer themselves for examination in any branch taught in the normal school, and if found proficient are excused from further study of that branch except in the methods class. In this way the course may be completed in 3 terms of 20 weeks each, instead of the customary 4 terms. The common English and higher branches are taught, including algebra, physics, physiology, mineralogy, and the elements of mental science. Instruction is given in vocal music and in designing; also, in free hand, model, and geometrical drawing. The training school includes 100 pupils from Plymouth village, is carefully graded, and is assigned to the pupil teachers in groups of 10. Certificates are given to graduates from the 1-year course and full diplomas to those who complete the 2-year course, but neither certificate nor diploma entitles the holder to teach in the public schools of the State without further examination. For statistics, see Table III of the appendix.

OTHER NORMAL TRAINING.

A training school at Manchester was organized in 1833-'84 as a part of the city school system. Four schools, embracing both primary and middle grades, are used for schools of practice. The pupil teachers receive regular instruction from the principal in methods of teaching, school economy, the philosophy of education, &c. The course of training covers 2 years. During the second term the pupil teachers receive a monthly salary of \$10 and for the second year \$20, often acting as substitute teachers in the place of regular teachers.

TEACHERS' INSTITUTES.

According to a law of 1833, at least one teachers' institute is to be held annually in each county, under the management of the State superintendent assisted by the principal and teachers of the State Normal School, the expenses to be paid from the proceeds of the sale of State lands. An institute was accordingly held during 1833-'84 in each county, at a total cost of \$1,398, the whole number attending being 719. The sacrifices made by the teachers to secure the advantages of these institutes, their eagerness to learn, and the large number of them attending, as well as the interest manifested by the public in the exercises, were all a source of unexpected encouragement to those in charge. It was the aim throughout to bring clearly before teachers the correct principles of pedagogic science, and to develop these, with actual teaching of the public school studies, in a natural and systematic order.

EDUCATIONAL JOURNAL.

No journal of this class is published in the State, but educational information is given in the Journal of Education, Boston, which has a New Hampshire department.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Any town, if a majority of the voters so agree, and any school district having at least 100 children may, by vote of two-thirds of the qualified voters, establish a high school. Such town or district may appropriate that part of the school money to which it is entitled for the support of the high school, and may elect a high school committee, that shall have entire charge of it. There were 42 high schools reported in the State in 1833, with a total enrolment of 1,429 male students and 1,806 female, all under 103 teachers. Number studying ancient languages, 1,089; modern languages, 417. The shortest term of high school in the State was 10 weeks, the longest 41 weeks, the former at Dublin, the latter at Portsmouth.

In 1834 the same number of schools enrolled 1,349 male and 1,749 female students, under 103 teachers. Number studying ancient languages, 983; modern languages, 414. Volumes in libraries, 5,847. Length of term, about the same as the previous year for the same places.

PRIVATE SECONDARY SCHOOLS.

There were 48 of these reported in 1833-'84, for statistics of which, see Tables IV, VI, and VII of the appendix to this volume, and for summaries of them, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

DARTMOUTH COLLEGE.

Dartmouth College, Hanover, for young men only, maintained in 1833-'84 its usual high standard of instruction, with a total enrolment in all its departments of 402

students, under 42 instructors. These departments continued to be academic, scientific, agricultural, and medical. The academic department has a 4-year classical course, with modern languages, mathematics, &c. Elective courses are provided, which include a Latin-scientific course.

Students from such preparatory schools as have a thorough course of preparation for college, covering at least 3 years, continue to be admitted without examination, on the certificate of their principals that they have mastered the entire requisites for admission to the freshman class, or their equivalents, and have regularly graduated.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of these institutions reporting, see Table VIII of the appendix; for summaries of them, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *New Hampshire College of Agriculture and the Mechanic Arts*, connected with Dartmouth College, presents a 4-year course of scientific training, and numerous elective studies render the course well adapted to the wants of students who desire preparation for active life. One class of these elective studies includes the higher mathematics; another offers an extensive course in chemistry, with reference to analysis of agricultural products, assaying, and the general application of chemistry to the arts.

The *Chandler Scientific Department of Dartmouth College* in 1883-'84 had 74 students in its 4-year course. This department is for instruction in the practical and useful arts of life, special attention being given to mechanics and civil engineering, the invention and manufacture of machinery, carpentry, masonry, architecture, and drawing. Modern languages, English literature, book-keeping, and other branches are taught.

The *Thayer School of Civil Engineering*, another department of Dartmouth College, had 12 students in its 2-year course. This is strictly professional and essentially a graduate course. Graduates from either the Latin-scientific course or the Chandler Scientific Department of the college are considered to be prepared for the successful prosecution of the engineering course of the Thayer school.

For statistics of these schools, see Table X of the appendix.

PROFESSIONAL.

No schools of *theology or law* are known to exist in New Hampshire.

The *medical department of Dartmouth College* in 1883-'84 had a teaching force of 19, with 44 students. For admission candidates are examined to test their fitness to begin the study of medicine. For the degree of M. D. they must be 21 years of age, have attended 2 full courses of lectures, and have devoted 3 years to professional studies. They must also give evidence of practice in dissection and pass a satisfactory examination in all the studies of the course.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

New Hampshire provides for the instruction of its deaf-mutes in the Clarke Institution, Northampton, Mass., and in the American Asylum for the Instruction of the Deaf and Dumb, Hartford, Conn., the former of which in 1884 had 1 pupil from this State; the latter, 24. Provision is made for the instruction of the blind in the Perkins Institution, Boston, Mass.

REFORMATORY AND INDUSTRIAL TRAINING.

The State Industrial School, Manchester, gives moral, educational, and industrial training to youthful offenders against the laws. During 1883 there were 149 inmates, 62 Americans and 87 foreigners. The ordinary expenses for the year were \$17,663, of which amount the boys earned over \$6,000 in chair work.

EDUCATIONAL CONVENTION.

NEW HAMPSHIRE STATE TEACHERS' ASSOCIATION.

The thirtieth annual meeting of this association was held at Concord, October 26-27 1883, Prof. Elliot Whipple in the chair. Among the papers read and discussed were "Study of United States history: its use and abuse," "Methods in geography," "English literature," and "Needs of our schools."—An address was delivered by C. C.

Rounds, president of the State Normal School, on the "Ranking system." He said the object of the school is the development of character through study faithfully and honestly done; ranking should not be at all a matter of public honor or discredit or be used to promote one at the expense of another. Such ranking, he thought, as tempts to overwork, to superficial work, or to dishonesty should be condemned. "Books as auxiliaries in teaching" and the "Greek question" were discussed. The lively discussion on the latter subject brought out the fact that the teachers in high schools and academies for the most part favored the retention of Greek in the course.

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES W. PATTERSON, *State superintendent of public instruction, Concord.*

[Second term, June 21, 1882, to June 23, 1884; third term, June 24, 1884, to June 23, 1886.]

NEW JERSEY.

STATISTICAL SUMMARY.

	1881-'82.	1882-'83.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth 5 to 18 enumerated.....	343,897	349,242	5,345	.....
Enrolled in public schools.....	209,526	211,905	2,379	.....
Average daily attendance in free schools.	113,532	119,513	5,981	.....
Per cent. of enumerated youth enrolled	60.92	60.69	.....	.23
Per cent. of enumerated youth in average attendance in free schools.	33.01	34.22	1.21	.....
Enrolled in private or church schools.	44,560	48,707	4,147	.....
Enrolled in all schools.....	254,086	260,612	6,526	.....
Per cent. of these to enumerated youth	73.88	74.62	.74	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported.....	1,366	1,360	.....	6
Public school buildings.....	1,577	1,584	7	.....
Sittings for pupils in these.....	189,871	194,456	4,585	.....
Private and church schools.....	261	233	.....	28
School buildings classed as poor.....	115	110	.....	5
School buildings classed as medium..	298	293	.....	5
School buildings classed as good.....	524	510	.....	14
School buildings classed as very good.	571	600	29	.....
Districts with less than 6 months' school.	2	5	3	.....
Districts with 6 to 9 months' school..	65	66	1	.....
Districts with 9 months or more.....	1,299	1,289	.....	10
Average time of school, in days.....	192	192	.....	.....
TEACHERS.				
Men teaching in public schools.....	911	887	.....	24
Women teaching in public schools....	2,594	2,719	125	.....
Whole number teaching public schools	3,505	3,606	101	.....
FINANCIAL STATEMENT.				
Whole expenditure for public schools.	\$1,987,671	\$2,196,557	\$208,886	.....
Valuation of public school property..	6,270,778	6,515,620	244,842	.....
Permanent State school fund.....	\$2,595,883	3,235,767	639,884	.....
Average monthly pay of men teaching	56 96	61 12	4 16	.....
Average monthly pay of women.....	33 41	34 79	1 38	.....

a In 1881.

(From reports of Hon. Ellis A. Apgar, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

Because of a conflagration at the State house, in which the school records for 1883-'84 appear to have been consumed, no school report for that year has been issued up to the time at which this matter goes to press. The statistics of 1881-'82 and 1882-'83 are therefore the latest available. These show a continuation of the progress that has marked the school history of the State for many years, the increase of enrolment in

all schools in the latter year going 1,181 beyond the increase in youth of school age, and the increase of average attendance in public schools going 3,602 beyond the increase of public school enrolment. The seats for pupils in the public schools, too, were increased in some fair proportion to the great increase in average attendance, while the average pay of teachers was better than it had been and the expenditure for public schools advanced \$208,886. The whole report is creditable to the State, to the board of education that has had charge of general school interests, and to the State superintendent, Hon. Ellis A. Apgar, whose faithful field and office work for 19 years has greatly aided the development of the present excellent school system.

ADMINISTRATION.

The general supervision of the public school system is committed to a State board of education, which appoints every third year a State superintendent of public instruction and a superintendent of public schools for each county, the latter subject to the approval of the board of freeholders in the county. For ordinary school districts (which must contain at least 75 children of school age) 3 trustees are elected by the people for 3 years, 1 being changed each year. The district trustees constitute a township board of trustees for each township, and meet the county superintendent semiannually for consultation as to the management of schools. Women residing in a district are eligible to the office of district trustee if over 21 years of age and able to read and write, which qualifications are required of men also. Each district board has a clerk to record its proceedings, keep accounts, and take an annual census of school children. There are also State and county boards of examination to test the qualifications of applicants for teachers' certificates, for which, see Preparation and Qualifications of Teachers, further on. The county and city superintendents together constitute the State Association of School Superintendents and meet annually, as the State board of education may direct. Teachers may suspend pupils from school for cause, but may not administer corporal punishment.

SCHOOL FINANCES.

The public schools are made free to all resident children 5 to 18 years of age, regardless of religion, nationality, or color, by the proceeds of a State school fund, by a State tax equal to \$4 for each child of school age, and, when necessary, by additional amounts raised through township, city, and district taxation. Each district is entitled to at least \$200 of the school fund, and districts with 45 or more children get not less than \$350, to be apportioned by county superintendents. To secure this aid districts must provide suitable school buildings and must have maintained a public school for at least 9 months during the preceding school year. Teachers to be entitled to pay must hold certificates of qualification and must have kept registers in the manner prescribed for the time for which the pay is asked. The State allows an annual appropriation of \$100 for the expenses of each county teachers' institute, and teachers are required to attend the institute held in the county where they teach. No portion of any school fund may be used for the support of sectarian schools. The State offers to any city, town, or township that will raise not less than \$3,000 a like sum for the establishment of schools for the training of pupils in industrial and mechanical pursuits, and afterward an annual contribution equal to that contributed in said locality, not to exceed \$5,000. The State also encourages district libraries by giving \$20 to any public school which has raised a like amount to establish a library and to provide chemical and philosophical apparatus, with an annual sum of \$10 if the district shall have given the same.

NEW LEGISLATION.

The legislature of 1883 enacted (1) that the term of office of members of the board of education of any city shall be for as many years as there are members of such board elected from each ward: (2) that there shall not be assessed upon any inhabitant of the State any poll tax in excess of the sum of \$1; (3) that no boy under 12 nor girl under 14 years of age may be employed in any factory, mine, or workshop; that no child between the ages of 12 and 15 shall be so employed, unless such child shall have attended some public or private school for at least 12 consecutive weeks or 2 terms of 6 weeks each within the year preceding such employment; and that no child under 14 years of age shall be employed in any such establishment longer than an average of 10 hours a day.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

The school interests of each city or town are under the control of school boards, boards of education, or boards of school trustees, elected by the people. A city superintendent is usually the executive officer, and such persons as the board may appoint constitute a city board of examiners.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average attendance.	Number of teachers.	Expenditure.
Bayonne	9,372	3,286	1,852	1,052	33	-----
Bridgeton	8,722	2,314	1,564	969	28	\$15,578
Camden	41,659	12,902	8,628	4,737	125	60,150
Elizabeth	28,229	8,359	3,449	2,233	52	39,662
Hoboken	30,999	10,660	5,237	3,354	100	72,230
Jersey City	120,722	49,880	21,602	13,559	333	198,220
Millville	7,660	2,556	1,725	1,872	85	28,712
Newark	136,508	41,493	19,804	13,256	319	319,789
New Brunswick	17,166	4,860	2,473	1,736	45	33,803
Orange	13,207	4,311	1,523	997	34	26,122
Paterson	51,031	16,379	12,052	7,000	140	106,003
Plainfield	8,125	2,142	1,272	885	24	49,600
Trenton	29,910	8,045	3,724	2,418	70	58,328

1883-'84.

Bridgeton	8,722	2,510	1,564	-----	39	15,657
Camden	41,659	13,022	8,891	8,000	129	a 255,992
Elizabeth	28,229	8,339	3,493	2,502	53	42,742
Hoboken	30,999	-----	5,394	3,592	112	77,351
Jersey City	120,722	52,207	23,397	13,831	348	183,687
Orange	13,207	4,311	1,572	1,080	33	26,425

a Including payment of indebtedness.

ADDITIONAL PARTICULARS.

Bayonne in 1882-'83 had in its school buildings accommodations for 1,564 pupils. Of the 3,286 youth of school age (5-18) it was estimated that 734 attended no school during the year and that 700 were in private and church schools. Public school buildings were in good condition and were valued, with other property, at \$203,000.

Bridgeton in 1882-'83 reported an increase in school census and in enrolment and average attendance in the public schools.

In 1883-'84 there were 5 public school buildings, containing 30 rooms for study, valued, with other school property, at \$45,000. The schools were taught 187 days by 13 teachers for primary, 8 for grammar, and 9 for the high school. Private schools had an enrolment of 200 pupils.

Camden in 1882-'83 had an increase in school children, in enrolment, and in average daily attendance, with the same number of teachers and a slight decrease in expenditure.

In 1883-'84 the statistics show about the same increase in all but the attendance, which was much larger. The payment of an indebtedness of \$166,500 incurred in previous years and the erection of new school buildings at a cost of \$12,955 largely increased the expenditure for the year. School books were supplied for the use of the pupils at a cost of \$5,718. The schools were taught 200 days in 13 buildings with 122 rooms, and the evening schools in 2. Public school property was valued at \$262,600. Estimated enrolment in private and parochial schools, 2,000.

Elizabeth in 1882-'83 reported primary, grammar, and high schools taught in 14 buildings, with 2,453 sittings; a small increase in school youth and average attendance, and a corresponding decrease in enrolment. Evening schools were taught in 6 rooms, with an enrolment of 328 boys and an average attendance of 147.*

In 1883-'84 a slight decrease was noted in school population, with an increase in enrolment and attendance. Enrolment in evening schools fell off to 230 during the year and average attendance to 125. Public school property was valued at \$79,600. Enrolment in private and church schools, 2,260.

Hoboken in 1882-'83 reported an increase in school population and in average attendance and a small decrease in enrolment, with the same number of teachers. The day schools were taught 10 months; the evening schools, 41 evenings.

A general advance in school work was reported for 1883-'84. While good work was done in all departments there was a noticeable progress, in primary classes, in the adaptation of the instruction to the capacities of the children. New methods were gradually being adopted instead of the routine teaching once so common. The training in written and oral expression received great attention and the results were good in classes not overcrowded. School buildings improved greatly, though repairs were still needed, as well as increased accommodations. An evening school was taught 4

months, 512 pupils being enrolled and 228 in average attendance, irregularity of attendance forming, it is said, the great obstacle to the usefulness of the school. The public school system comprises also primary, grammar, and high grades and a city normal. Drawing (in charge of a special teacher) was taught in the grammar and higher classes; German also formed a part of the course in these grades.

Jersey City reported in 1882-'83 an increase of 2,328 in school census, of 451 in public school enrolment, and of 675 in average attendance; also, more teachers and a larger expenditure.

In 1883-'84 the schools were taught 195 days in 22 buildings, containing 300 rooms, with 14,694 sittings for study, the value of school property remaining about the same as the previous year, \$628,820. Enrolment in private and church schools increased during the year from 13,200 to 14,215.

Newark in 1882-'83 owned 28 school buildings and rented 7, with a total seating capacity of 16,000. Four new buildings were being erected, with accommodations for 2,280 children. The system includes normal, high, grammar, intermediate, primary, industrial, colored, and evening schools. Special attention was given to instruction in physiology and the laws of health throughout the primary and grammar departments. The evening drawing school, established in 1882, had fully met the expectations of its friends. The course of instruction includes mechanical, architectural, and free hand drawing and designing. Nearly all of the 120 pupils in attendance were engaged in some mechanical pursuit. The evening schools were even more than usually successful. None but experienced teachers are employed in them and the same care and supervision are given to them as to the day schools, with as good results.

New Brunswick in 1882-'83 reported a small increase in enrolment and average attendance. In promptness and regularity of attendance as high a standard had been reached as was considered consistent with the health of pupils. The schools were classed as primary, grammar, and high, and were taught 204 days in 6 buildings, with 2,175 sittings, valued at \$125,200. Private and church schools had an estimated enrolment of 1,200. Considerable attention was given to school hygiene. The abolition of the general recess in schools was considered a step in that direction, and as far as tried the plan had given satisfaction. The health of pupils was said to be better; the discipline also improved and was maintained with less severity.

Orange reported for 1882-'83 an increase in youth of school age and enrolment, with a slight falling off in average attendance and a larger one in expenditure.

In 1883-'84 the public schools were taught 200 days in 4 buildings, with 1,422 sittings for study, valued, with other school property, at \$100,000. Enrolment in private schools, 1,200.

Paterson in 1882-'83 showed an increase of 357 in school youth, of 1,409 in enrolment, and of 1,176 in average attendance. To meet this increase there were 19 more teachers. Special teachers of drawing and penmanship were still employed. The city school system embraced primary, grammar, high, normal, and evening schools. Schools were taught 204 days in 12 buildings, with 8,325 sittings, all rated at \$333,000. Enrolment in private schools, 1,450. Appropriations for school purposes had not for some time kept pace with the rapid growth of the city; consequently schools were overcrowded, even to the detriment of health. Another obstacle to the usefulness of the schools was tardiness and irregular attendance, leading to truancy and vagrancy and making truant schools necessary.

Plainfield in 1882-'83 reported a slight falling off in school youth and public school enrolment, with a small increase in average attendance and a large one in expenditure. Public schools were taught 10 months, school property was valued at \$80,000, and 350 pupils attended private schools.

Trenton in 1882-'83 reported 1,437 pupils, 18 per cent. of the school population, attending private schools, the public school enrolment given being 46 per cent. of it; thus leaving 36 per cent. without any school training in the capital of the State. Public schools were taught 10 months in 12 buildings, valued, with other school property, at \$160,000.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL REQUIREMENTS.

To obtain employment in the public schools, teachers must hold certificates of qualification from the State board of examiners, which consists of the State superintendent of public instruction and the principal of the State Normal School; from a county board of examiners, which consists of the county superintendent and 1 to 3 teachers appointed by him; or from a city board of examiners. The certificates of the State board are of 3 grades, the highest for life; the next, for 10 years; the third, for 7 years. Those of the county boards are for 1, 3, and 5 years, the 5-year ones good throughout the State. Graduates of the State normal school who have given evidence in its model school of ability to teach and govern also receive State certificates.

STATE NORMAL TRAINING.

The *New Jersey State Normal School*, Trenton, offers free instruction to duly qualified persons who will pledge themselves to teach 2 years in the State; others pay a tuition fee of \$50. During the year 1883-'84 there was an attendance of 214 normal students and 445 pupils in the model school. The number of graduates was 27, of whom 25 engaged in teaching. The full course of instruction covers 3 years.

The *Farnum Preparatory School*, Beverly, a branch of the State Normal School, with primary, intermediate, preparatory, and senior classes, prepares students for advanced classes in the normal school, to which its graduates are admitted without examination. It also gives instruction in elocution, vocal and instrumental music, drawing, painting, French, and German, with other studies that prepare for college. Pupils are admitted at 6 years of age and upwards, the full course covering 10 years of 40 weeks each. During 1883-'84 there were 163 pupils, 3 of whom were preparing for a scientific course in college.

OTHER NORMAL TRAINING.

City normal schools or training departments form a part of the public school systems of *Newark*, *Jersey City*, *Hoboken*, and *Paterson*. That at Hoboken, though meeting only once a week from 9 to 12 o'clock, on Saturdays, was doing much for the professional training of the teachers of the city. The school at Newark reported satisfactory work done in 1882-'83, and that its graduates were sought after by the surrounding cities and towns.

At *Bordentown Female College*, Bordentown, there is also a course for students that desire to prepare for teaching.

TEACHERS' INSTITUTES.

County superintendents (in connection with city superintendents, if there be any in the county) must organize annually a teachers' institute in their counties; and public school teachers attend in the county in which they teach, unless excused for cause. No deduction may be made from their salary for the time they are attending the institute. During 1882-'83 institutes were held at least in Atlantic, Bergen, Camden, Cumberland, Gloucester, Hudson, Middlesex, and Salem Counties.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report gives no definite information in regard to the high schools in the State. They are reported, however, in most of the principal cities. In 1882-'83 the Jersey City High School enrolled 636 pupils, with an average attendance of 454, a greater number than in any previous year of its existence. The graduating class numbered 81.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools specially preparatory to college, see Tables IV, VI, and VII of the appendix, and for summaries of the same, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR MEN.

The institutions for superior instruction classed by this Office as colleges (all exclusively for young men) are, as heretofore, the College of New Jersey, Princeton (Presbyterian), Rutgers College, New Brunswick (non-sectarian), St. Benedict's College, Newark, and Seton Hall College, South Orange, the last two under Roman Catholic influence. The two first named continue to offer classical, scientific, special, and graduate courses of study; the other two, preparatory, classical, and commercial courses. The College of New Jersey in 1883-'84 reported 55 graduate students, besides 465 undergraduates; Rutgers College, 17 engaged in graduate study and 368 undergraduates. Gifts were received during the year by the College of New Jersey amounting to \$153,000, of which \$150,000 were from Mrs. Mary Stuart, of New York City, for a professorship in the school of philosophy.

For further statistics, see Table IX of the appendix, and for a summary, the report of the Commissioner preceding.

INSTITUTES FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The collegiate institutions for young women are Bordentown Female College, Bordentown; Pennington Seminary, Pennington; Freehold Young Ladies' Seminary, Freehold; and St. Mary's Hall, Burlington. The first two are authorized by law to confer collegiate degrees. The college at Bordentown offers 3 courses of study in the

collegiate department, besides one for normal training and departments of music and art. The seminary at Pennington admits both sexes, and presents 10 courses of study, including, besides the collegiate, a college preparatory and courses in science, music, and art. For statistics, see Table VIII of the appendix, and for a summary of them, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific instruction is given in Rutgers Scientific School, a department of Rutgers College; in the John C. Green School of Science, connected with the College of New Jersey; and in the Stevens Institute of Technology, Hoboken.

Rutgers Scientific School, constituted by the legislature the State Agricultural College, includes in its curricula 3 distinct courses of scientific study, viz, in civil engineering and mechanics, in chemistry and agriculture, and a special course in agriculture, the last a short course of 2 years, the other 2 full courses of 4 years. Free scholarships in this department are given by county superintendents, on examination, to a limited number of students selected from the counties in proportion to the population of each. The instruction in the Stevens Institute includes training in elementary and advanced mathematics and their application to mechanical construction; mechanical engineering, including construction of machines; mechanical drawing; shop practice in mechanics; and courses in physics, chemistry, and applied electricity.

For statistics see Table X of the appendix, and for a summary, see the report of the Commissioner preceding.

PROFESSIONAL.

No schools for professional training were reported in 1883-'84 except the following theological schools: Theological Seminary of the Presbyterian Church, Princeton; the Theological School of Newark, N. J., Bloomfield, also Presbyterian; Drew Theological Seminary, Madison (Methodist Episcopal); the Theological Seminary of the Reformed Church, New Brunswick; and the Diocesan Seminary of the Immaculate Conception, South Orange (Roman Catholic).

All report a course of study extending over at least 3 years; all but the last named had also a graduate course, the whole number of undergraduates being 290, of whom 212 had received a degree in letters or science.

For further statistics, see Table XI of the appendix, and for a summary, see the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The State Institution for the Deaf and Dumb of New Jersey, Trenton, was organized in 1883, and had at the close of that year 68 pupils, representing 19 different counties. Under the law governing the institution, the length of term for which pupils may be maintained in the school at the expense of the State is 5 years, the lowest limit of age for admission being also 5 years. The common school branches are taught, and the question of providing industrial training was under consideration.

EDUCATION OF BLIND AND FEEBLE-MINDED CHILDREN.

New Jersey makes provision for the education of its blind and feeble-minded children in special schools in New York, Pennsylvania, and Connecticut. There were 43 blind thus provided for in 1882-'83 and 40 in 1883-'84, at a cost of \$14,477 for the former year and \$11,536 for the latter. The number of feeble-minded under training was 61 for 1882-'83 and 69 for 1883-'84, at a cost of \$14,978 for the former year and \$16,149 for the latter.

REFORMATORY AND INDUSTRIAL TRAINING.

The *New Jersey State Reform School*, Jamesburg, established in 1867 for juvenile offenders, receives boys between the ages of 8 and 16 years. In 1883 there were 270 instructed in the elementary branches of learning, and in agriculture, the manufacture of shirts, and other varieties of labor. The farm of the institution covers 490 acres, and it contributed \$6,761 in supplies for maintenance of the inmates. The gross earnings of the boys during the year were \$19,816, of which \$15,155 were earned in the shirt factory.

The *State Industrial School*, for girls, Trenton, for 1883 reported 27 inmates being trained to lead useful lives. The girls are furnished with good homes at the end of their term of commitment, and the institution has many more applications for them than can be met.

The *Newark City Home*, Verona, a reformatory and industrial institution, in 1883

received 73 boys and 14 girls and released on trial 59. Besides the elementary branches of learning the boys were taught brush making and farming; the girls, housekeeping and needlework.

EDUCATIONAL CONVENTIONS.

NEW JERSEY STATE TEACHERS' ASSOCIATION.

The New Jersey State Teachers' Association held its meeting for 1883 at Newark, December 26 and 27, the president, Randall Spaulding, in the chair. The address of welcome and response were followed by a paper from the president on "Conservatism," in which he described a true conservative as one who unites the fire and force of youth with the clearer vision and prudence of age, who gathers from the past seed for present strength and present sowing, but whose eyes are directed towards a future harvest; who lends an honest hearing to old custom but is never enslaved by it. Professor Seward, of Orange, presented an exposition of the tonic sol fa method of teaching vocal music and President M. E. Gates, of Rutgers College, gave an address entitled "The teacher a determining power in the child's life." Other papers followed on "Technical and art education as a means of mind culture" and on "Illiteracy and national aid to education," the latter paper giving arguments in favor of leaving the care of schools in the hands of the State alone. A proposition laid before the association in 1882, to request the legislature to substitute 7 normal schools, with sessions of 4 weeks, for district teachers' institutes, was considered, but was not adopted.

CHIEF STATE SCHOOL OFFICER.

Hon. ELLIS A. APGAR, *State superintendent of public instruction, Trenton.*

[Sixth term, March, 1882, to March, 1885.]

NEW YORK.
STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	1,685,100	1,702,967	17,867	-----
Public school enrolment	1,041,089	1,000,057	-----	41,032
Average daily attendance	583,142	596,160	13,018	-----
Per cent. of school age enrolled	61.78	58.72	-----	3.06
Per cent. of attendance to enrolment	56.01	59.61	3.60	-----
Per cent. of attendance to school population	34.60	35.00	.40	-----
Pupils in private or church schools	119,952	121,460	1,508	-----
Number attending academies	32,126	34,162	2,036	-----
Number attending normal schools	6,270	5,084	-----	1,186
Number attending colleges	7,544	8,381	837	-----
Number attending medical and law schools	3,570	3,036	-----	534
Whole number under instruction	1,210,551	1,172,180	-----	38,371
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported	11,239	11,258	19	-----
Average school term, in days	177	168.5	-----	8.5
Volumes in district school libraries	701,675	701,437	-----	238
Public school-houses	11,914	11,921	7	-----
Houses of brick or stone	1,753	1,749	-----	4
TEACHERS.				
Men teaching in public schools	6,723	6,424	-----	299
Women teaching in public schools	24,847	24,513	-----	334
Whole number of teachers	31,570	30,937	-----	633
Teachers employed 28 weeks or more	21,117	21,411	294	-----
Teachers attending institutes	14,477	14,770	293	-----
Licensed through normal schools	1,280	1,259	-----	21
FINANCIAL STATEMENT.				
Whole expenditure for public schools	\$11,973,194	\$11,834,912	-----	\$138,282
For teachers' pay	5,265,453	7,985,723	-----	279,730
For sites, buildings, and furniture	1,925,671	2,103,216	\$177,545	-----
Value of all school property	31,011,211	31,937,951	926,740	-----
Average monthly pay of teachers	44 00	44 24	24	-----
STATE SCHOOL FUND.				
Amount of available fund	\$3,247,000	-----	-----	-----
Permanent school fund	5,466,890	-----	-----	-----

(From report of Hon. Neil Gilmour for 1882-'83 and of Hon. William B. Ruggles for 1883-'84.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The school work of 1882-'83, as shown by reports received, indicates improvement in many particulars. There was an increase in the number of youth of school age, in the average attendance in public schools, and in the total number attending all schools, including those for higher and professional instruction. The average pay of public

school teachers increased, a larger number were employed 28 weeks or more, and more held normal school diplomas. A larger number of visits were made by school commissioners and there was an improvement in the character and value of school buildings. Over \$400,000 more were expended for buildings, sites, furniture, and repairs, and \$675,566 more were expended for all public school purposes.

The report for 1882-'83 notes some improvement made during the year in the sanitary condition of school buildings, although much deficiency in this respect remained. Considerable good had resulted from an amendment to the school law, made in 1882, providing that no school-house shall be built in the State until the plan of it, so far as ventilation, heat, and lighting are concerned, shall have been approved by the school commissioner of the district in which such house is to be built. The State board of health has given special attention to the sanitary condition of the school-houses, making systematic inquiries regarding it throughout the State. The result showed that only 1 in 15 was well fitted for protecting the health of pupils; that generally ventilation was insufficient and the means for it badly designed. It was found that the experiment of omitting the forenoon and afternoon recess was being extensively made, with doubtful, probably injurious, results. It was also noticed that the physical benefit derived from light gymnastics, so important to the health of pupils, particularly to the younger ones, was not suitably appreciated by the people. No exception was furnished in this year to the rule of annual decrease of volumes in district libraries. State Superintendent Ruggles renews suggestions heretofore made looking towards amendment of the law as to school libraries. He would restore the essential provisions of the old law previous to 1851, authorizing the several districts to raise by tax an amount for their libraries equal to that of their respective quotas of library money from the State, making the payment of the State quota depend on the raising of an equal sum by the district, the money to be rigidly appropriated to the purchase of books.

The school year 1883-'84 was an exceptional year in that it was shorter by about 6 weeks than usual, owing to the fact that the legislature, in the year 1883, changed the date of its close from September 30 to August 20. This accounts for the falling off in certain statistical details which, from their nature, are necessarily affected by the matter of time. In particulars not thus affected the reports received from the various districts show decided improvement over the year preceding. With about 41,000 fewer pupils enrolled, the average daily attendance was 13,000 greater, and the per cent. of attendance on the whole number enrolled was also greater. More pupils were taught in private schools and more attended academies, colleges, and professional schools. More teachers were employed 28 weeks or over and more attended institutes. The expenditure for sites, buildings, and furniture was greater, although, naturally, the whole amount expended was less, and the estimated value of all school property increased by more than \$900,000.

ADMINISTRATION.

A State superintendent of public instruction, elected by the legislature for 3 years, is at the head of public school affairs. Academic, collegiate, and professional training is under the direction of a board of regents of the university, of which board the superintendent is a member *ex officio*. Local school interests are administered by school commissioners,¹ elected by the people for 3 years, 1 for each school commissioner's district, and by district boards of trustees, of 1 or 3 members in ordinary districts and of 3 to 9 in union districts. Women are eligible to school offices and may vote in school meetings. Trustees must make an annual report of school statistics to county commissioners, who in turn report to the superintendent and the latter to the legislature.

Public schools are free to all residents 5 to 21 years old in the school district. Separate schools for colored children may be established by the school authorities of cities or of union districts; but facilities for instruction must be provided in them equal to those in schools for white children. Separate arrangements are made for the instruction of Indian youth on reservations. The public school system includes union or graded schools, academies, teachers' institutes, State normal schools, and institutions for the instruction of the deaf and of the blind. Provision is also made for instruction of children in orphan asylums, for the care and instruction of idle and truant children, and for the compulsory attendance of children between 8 and 14 for at least 14 weeks each year, unless instructed in the common school branches at home or otherwise. The employment during school hours of any child under 14 who has not received this amount of instruction the year preceding is prohibited under a penalty of \$50. Free instruction in industrial drawing must be given in all cities and in union and free school districts under special acts, unless such districts are excused by the State superintendent. State normal schools must also teach this branch.

¹ These school commissioners, including city superintendents, number usually from 1 to 2 or 3 in each county; in some cases, from 3 to 6.

FINANCES.

Public schools are sustained from the income of a common school fund, of a United States deposit fund, of trust funds, and by the moneys coming from certain fines and penalties, as well as from State and local taxes. The amount of State tax, according to the last revised code, was one mill and a quarter on the dollar of taxable property. District taxes must be levied when necessary to cover a deficiency in public moneys for teachers' wages; and they may be levied for school-houses, sites, apparatus, and libraries. To be entitled to their share of State school funds, districts must have sustained not less than 1 school, taught by a qualified teacher, for at least 28 weeks in the preceding school year; and no public school money may be paid to an unqualified teacher.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

City public schools are managed by local boards of education, under special statutes, varying in the nature of their provisions. They are also under the supervision of local superintendents or clerks of local boards who perform the duty of supervision and exercise powers and duties similar to those of school commissioners, with whom they are ranked in the State reports. Such superintendents report annually to their boards of education and also directly to the superintendent of public instruction, embodying in their reports whatever facts the superintendent may require.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Albany	90,758	35,855	13,914	9,059	265	\$223,638
Auburn	21,924	7,690	3,448	2,627	78	58,346
Binghamton	17,317	5,654	3,310	2,338	86	48,085
Brooklyn	566,663	210,000	94,456	57,487	1,490	1,350,420
Buffalo	155,134	63,000	26,752	16,329	500	379,393
Cohoes	19,416	6,471	3,043	1,455	62	38,585
Elmira	20,541	6,236	3,949	2,807	83	61,753
Hudson	8,670	3,650	1,274	802	22	13,814
Ithaca	9,105	2,906	2,020	1,329	34	23,817
Kingston <i>a</i>	8,780	3,008	1,923	-----	32	25,318
Lockport	13,522	4,000	2,528	1,493	45	29,125
Long Island City	17,129	6,558	4,258	2,349	63	40,392
Newburgh	18,049	6,344	3,646	2,215	65	43,601
New York	1,206,299	398,000	237,612	142,857	3,743	3,626,328
Ogdensburg	10,341	4,033	2,035	1,176	48	20,915
Oswego	21,116	7,940	3,800	2,577	73	47,742
Poughkeepsie	20,207	6,000	2,871	2,043	72	40,398
Rochester	89,366	37,000	11,736	8,631	294	225,117
Rome	12,194	3,004	1,894	1,134	31	18,727
Schenectady	13,655	4,917	2,475	1,588	52	39,672
Syracuse	51,792	18,595	9,426	7,124	209	150,698
Troy	56,747	20,000	8,298	5,600	156	133,578
Utica	33,914	12,618	5,590	3,697	129	85,900
Watertown	10,697	3,403	1,884	1,263	54	36,564
Yonkers	18,892	7,256	2,543	1,566	46	67,193

1882-'84.

Albany	90,758	35,900	13,718	9,452	241	203,142
Auburn	21,924	7,586	3,568	2,634	80	58,286
Binghamton	17,317	5,654	3,484	2,577	68	49,008
Brooklyn	566,663	215,000	93,599	56,718	1,355	1,453,020
Buffalo	155,134	-----	-----	-----	-----	-----
Cohoes	19,416	6,471	2,781	1,692	52	36,074
Elmira	20,541	6,544	3,983	2,900	79	62,542
Hudson	8,670	3,640	1,194	846	22	11,259
Ithaca	9,105	3,008	2,055	1,411	35	23,817
Kingston <i>a</i>	8,780	2,995	1,836	1,241	32	47,067
Lockport	13,522	4,000	2,399	1,643	44	28,626
Long Island City	17,129	6,763	4,178	2,514	55	39,486
Newburgh	18,049	6,199	3,313	-----	-----	-----
New York	1,206,299	403,000	217,398	144,949	3,748	3,626,328

a These statistics are for the Kingston school district only; the population of the city in 1880 was 18,344.

b Including 499 in evening schools.

c Including 143 in evening schools.

d Including 8,004 in evening schools.

Statistics—Continued.

1883-'84—Continued.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Ogdensburg	10,341	4,033	2,035	.....	48	\$20,916
Oswego	21,116	7,955	3,640	.....	63	46,377
Poughkeepsie	20,207	6,002	2,892	2,125	64	38,398
Rochester	69,366	37,000	13,513	9,842	301	233,900
Rome	12,194	3,004	1,959	1,232	33	19,649
Schenectady	13,655	4,917	2,475	.....	52	39,672
Syracuse	51,792	18,884	9,215	7,094	192	144,862
Troy	56,747	20,000	8,208	.....	156	133,578
Utica	33,914	12,861	5,637	3,845	147	83,175
Watertown	10,697	3,403	1,786	1,262	52	38,176
Yonkers	18,892	7,256	2,543	.....	46	67,193

ADDITIONAL PARTICULARS.

In *Albany* the public school system comprises primary, grammar, and high schools and a teachers' class, the last added to the course in 1882-'83, in which year there were 26 school buildings. The prevalence of epidemic diseases caused a falling off in attendance, which, however, in 1883-'84 reached a higher point than ever previously, for, though the registered number reported was somewhat less, owing to strict exclusion of duplicates, the average attendance was 393 more than in 1883. During the past 20 years registered pupils have increased 210 per cent. and average attendance 350 per cent. Taking into account the 5,000 pupils estimated as belonging to private, academi-cal, and parochial schools, there were about 55 per cent. of youth 6 to 21 under instruc-tion. This limit exceeds the preferable school age, which is from 6 to 16, and on this basis the number under instruction was about 90 per cent., leaving only about 10 per cent. of the children of the city neglected. The superintendent insists that even this is too large a proportion, and he renews his former suggestion that steps be taken to enforce the compulsory education act.

Considerable improvement was made in both 1882-'83 and 1883-'84 by the erection of 2 new buildings, costing \$62,000, and by other additions to the seating capacity of schools, at a cost of \$20,899 more. Resort to corporal punishment to maintain disci-pline is rapidly dying out, cases of suspension also becoming less. In the teachers' training school pupils are required to practise such methods of government as will preclude the necessity of using the rod, and its entire disuse is looked forward to in the near future. A trial of the new plan of dispensing with the noon recess confirmed the belief of school officers and teachers in its advantages over the old. By the new arrangement pupils of the first 3 years are given 10 minutes' recess each session, the widest liberty of individual recess is allowed, and between the exercises opportunity is given for whispering and for physical movement.

Auburn has a course of study in primary, grammar, and high schools covering 12 years. Schools were taught in 1882-'83 for 200 days. No changes had been made in studies, nor in the general method of presenting them. A new feature in the high school was the giving of greater prominence to rhetorical exercises. The most radical measure of the board for many years was its discontinuance of the regents' examinations for promotion after 1883. This was done after careful investigation and thoughtful consideration as to the best interests of the schools. The action is not ex-pected to result in a lower standard of scholarship, but in a greater freedom in the selec-tion of subjects of study and the methods of dealing with them. Some of the schools were at a disadvantage on account of their crowded condition. The discipline in all was good and was maintained without serious complaint as to strictness and severity. In response to a pressure for additional accommodations, a new building was finished in 1883, at a cost of nearly \$11,000, with sittings for 200 pupils, and another one to cost \$8,000 was contracted for.

Binghamton reports public schools classed as primary, grammar, and high, taught during 1883-'84 197 days in 10 school buildings, affording 3,216 sittings for study and valued, with other school property, at \$228,411. There was an estimated enrolment of 542 in private and parochial schools.

The *Brooklyn* public schools in 1882-'83 were taught 28.8 weeks by 70 men and 343 women in 61 school-houses, of which 56 were brick and 5 frame, valued, with sites, at \$3,300,000. The public school library comprised 18,000 volumes, valued at about \$20,000. Because of a great deficiency of seats for pupils, particularly in the pri-mary grades, the city board of education has been endeavoring since 1882 to secure additional school buildings, with better arrangements for both health and comfort. The success achieved has been far short of its desires, but enough advance in good

seating and good sanitary arrangements has been made to awaken a new interest in the matter among citizens and to encourage the hope that something like fair accommodations for all pupils will be possible in the near future. At no time in the history of the schools, it is said, have so much care and thought been expended on school buildings with a view to combining economy and taste with conditions promotive of convenience and health as in the years 1883 and 1884.

Buffalo, in addition to statistics already given, reported for 1882-'83 public schools taught an average of 40.4 weeks by 41 men and 459 women in 41 school-houses, of which 36 were brick, all valued, with sites, at \$804,000; school libraries of 20,664 volumes, worth about \$18,766; and 45 private schools, with 9,676 pupils. Of the teachers in the city system 71 had come from normal schools.

In *Cohoes* in 1882-'83 the public schools (primary, intermediate, grammar, and high) were taught 40.8 weeks by 4 men and 58 women in 9 school-houses, valued, with lots, at \$100,000. The library comprised 1,845 volumes, worth \$2,067. Two private schools were reported, with 800 pupils. In the city high school the English course is the regular graduating course, a classical one being intended for pupils expecting to enter college.

Elmira reported in 1882-'83 public schools taught 40 weeks by 7 men and 76 women in 8 school-houses, valued, with lots, at \$309,450; a school library of 2,630 volumes, worth \$2,700; and 8 private schools, with 610 pupils. Evidence of the good work done in the city system is given in the fact that, in the year, 95 pupils received at the regents' examinations their preliminary certificates, 10 more than in any previous year; while at the regents' advanced examination 491 successful papers were presented, 21 pupils receiving the regents' intermediate certificate and 9 their diploma.

In *Hudson* the public schools were taught an average of 40.4 weeks in 1882-'83. Besides the pupils attending these, 7 private schools reported 600, making a total of 1,874 under instruction. The 3 public school-houses, all of brick, were valued, with sites, at \$39,500; the library, of 1,020 volumes, at \$1,120.

Ithaca opened its schools in 1882-'83 with an unusually full attendance, but epidemic diseases caused absence and tardiness and consequently less satisfactory results in the annual examinations. The pupils in the high school being less affected by disease than those in the lower grades, the number enrolled and the average attendance increased considerably; the number of non-resident pupils advanced over 60 per cent., and it is believed that the attendance might have been considerably increased had there been room to accommodate more. The crowded condition of the school made it impossible to continue the teachers' class which had before been taught there. In November, 1883, it was decided to have a new high school building, to cost about \$50,000 and to be one of the best in the State, with accommodations for 500 pupils.

Kingston reports an increase during 1883-'84 in pupils enrolled in public schools and in average daily attendance—a better record for attendance, in fact, than had been known before in the history of the schools. Good order was maintained without the use of physical force, except in very few instances; also, without any resort to expulsion and with very few temporary suspensions. All seeming necessity for corporal punishment in the schools is gradually disappearing. The schools are classed as primary, junior, senior, and academic, this last including a preparatory department and an academic class, with two undergraduate courses of study, one in literature and science and the other a college preparatory course. Beyond the last was a graduate course, with 12 students.

Lockport in 1883-'84 makes return of primary, grammar, and high schools taught 195 days in 7 buildings having 2,667 sittings and valued, with other public school property, at \$105,500. Special teachers of German and penmanship were employed. There was an estimated attendance of 500 in private and parochial schools.

At *Long Island City*, in the same year, public schools were taught 181 days in 7 buildings, valued, with other school property, at \$70,200; 6 of the 61 teachers held normal school diplomas, 1 was licensed by the State superintendent, and the remainder by local authorities. A special teacher was employed for music and German and one for drawing. Seven private schools were taught, with about 248 pupils attending.

Newburgh reports public schools taught 174 days in houses valued, with other school property, at \$154,000, and an enrolment in private and parochial schools of 594, which, added to the number attending public schools, gives a total of 3,907.

New York City reported for 1883 297 schools under the supervision of the board of education, as follows: A normal college, a training department, 103 grammar schools, 113 primary schools, 3 colored schools, 27 evening schools, 1 nautical school, and 48 corporate schools, including industrial schools, reformatories, orphan asylums, &c. While the whole number enrolled in all these schools remained nearly the same as in 1882, the average daily attendance was 4,848 more. A large proportion of the increase (3,447) was in the primary and grammar schools, which have in the past 10 years advanced about 33 per cent. During two years past the increase in the grammar schools has about equalled that in primary grades, though the whole number in grammar

schools is only about a third of that in primary schools, an indication that higher education is gradually making its benefits more manifest. Still, the highest grammar grade embraced only about 27 per cent. of the pupils who entered its first year in 1879. Ninety per cent. of the average number enrolled in grammar and primary schools attended every session during the year.

In all the schools 79 more teachers were employed than in 1882, and 44 more in the primary, grammar, colored, and training schools. Of 391 licenses granted, 70 were to men and 321 to women, 247 of the latter being graduates of the normal school.

Examination into the character of the instruction and discipline of the schools showed that in 1,895 classes the instruction was excellent; in 657, good; in 24, fair; that the discipline of 2,470 was excellent; of 167, good; of 12, fair. The general methods of discipline remained unchanged, punishment for neglect of duty or for disorder consisting in a loss of marks, in detentions, and, in extreme cases, in suspension. Corporal punishment in any form is absolutely forbidden. During 1880 there were only 80 suspensions, fewer than in any previous year. The gradual diminution of this number, it is said, is only one of several indications of the improvement in discipline that has taken place during the past few years, other indications being a higher standard of scholarship, greater regularity in attendance, and increased punctuality.

The 48 corporate schools participating in the school fund enrolled 28,211 pupils and had 9,979 in average attendance. Of these the 21 schools of the Children's Aid Society enrolled 14,132; those of the American Female Guardian Society, 5,237. These schools supply a want felt in all populous cities among a class of people whose poverty is so great as to make the labor of children, for at least part of the time, necessary for the support of the family. While in the public schools absence for days or parts of days would materially interfere with progress, in the corporate schools instruction is adapted to the peculiar circumstances, the course of study for the public schools and their methods of instruction being followed, however, as far as possible. The character of instruction in the corporate schools was reported in 1882-'83 to be excellent in 56 classes, good in 29, fair in 5, and indifferent in only 1.

The 26 evening schools showed an increased attendance of pupils, accompanied by a steady improvement in instruction and discipline. These schools are divided into senior and junior grades; the former, admitting no pupil under 16, have an optional course of study, comprising reading, arithmetic, book-keeping, penmanship, and composition. Pupils may select any 2 of these studies. Classes for foreigners learning English were formed in both grades, and their average attendance was nearly 40 per cent. of that of the whole. The total enrolment was 20,910; average attendance, 7,853.

Truancy decreased by 17 per cent. during the year. The 12 agents of truancy employed to assist in enforcing the compulsory education law made more than 41,000 visits during the year, about 12,000 to families and over 24,000 to stores and factories in which children were known to be employed. In all these establishments only 243 instances were found in which there was a violation of the law, showing the general coöperation of employers and the sympathy of the public in the matter of properly instructing the young.

Ogdensburg reports for 1883-'84 schools taught by 48 teachers in 10 school buildings, valued, with other school property, at \$71,000, and, besides 2,035 enrolled in public schools, about 560 in private and parochial schools.

The *Oswego* public schools in 1883-'84 were taught 196 days by 2 men and 61 women in 23 school buildings, with 2,920 sittings for study. All public school property was valued at \$171,980. Estimated enrolment in private and parochial schools, 1,209.

Poughkeepsie reports for 1882-'83 a prosperous year in school work; a course of study extending over 12 years, of which 3 were in introductory grades, 3 in primary, 2 in grammar, and 4 in high; a slight increase in the percentage of attendance on enrolment, although the total attendance was somewhat less than the previous year; a continued improvement in drawing; and over 1,000 additions to the library, of which nearly 800 were gifts of citizens. The plan adopted two years ago of retaining the youngest children only half a day in school worked so well that it was proposed to adopt it in the next higher grade. The experiment of dispensing with the regular recess worked admirably. Each pupil is allowed to leave the room on request, and the time saved from the ordinary recess is taken off the length of the session.

The *Rochester* public schools, embracing primary, intermediate, grammar, academic, and training departments, the last organized in 1883, were never before in so good a condition as during that year. The chief difficulty reported was insufficient school accommodations, occasioned by the growth of the city and the increase in public school attendance. A new school building was erected and others were repaired and improved, but, even with this additional provision, between 400 and 500 children were excluded for want of accommodations. The report for 1884 shows a continuation of the favorable condition of previous years. Enrolment had still increased, rendering it necessary to occupy rented buildings. The per cent. of attendance was 96.08, a record never excelled in the history of the schools. The superintendent thinks this in-

creased attendance over other years is largely due to the abolition of the general recess, a measure first adopted in 1883, and which, though meeting with strenuous opposition at first from some, had been finally accepted as a step in the right direction.

In *Rome* public schools were taught 193 days in 1883-'84, in 8 buildings, with 1,833 sittings. Two special teachers were employed, one in drawing, one in penmanship, all the force but 3 being women. Public school property was valued at \$81,000. Enrolment in private and parochial schools was 375. The schools were classed as primary, grammar, advanced, and academic, the last affording preparation for college as well as a full English course.

Schenectady reports for 1883-'84 public schools taught 192 days in 10 buildings, valued, with other school property, at \$94,000, all the teachers but 3 being women. The estimated enrolment in private and parochial schools was 800.

While no marked changes occurred *Syracuse* claims progress made in school work during 1883. Ample accommodations were afforded the school children in 18 buildings, although some of these needed improvement in respect to heating and ventilation. A new building, perfect in these respects and capable of accommodating 850 pupils, was erected during the year. The system includes primary, junior, senior, and high schools, besides a training class for teachers, the course up to the high school covering 8 years. Enrolment in the high school was 473, somewhat smaller than usual; the number of graduates, 43. Monthly teachers' meetings were held, as usual. Corporal punishment is never resorted to in preserving discipline, and only 127 cases of suspension, or about 1 in 100, occurred, and of those suspended all but 22 were reinstated. As for those not readmitted to the schools, the superintendent thinks they are better off outside, as in his view most of such cases arise from a dislike of school and a desire to engage in some kind of work; he thinks it better for a boy to be learning a trade if the teacher cannot inspire him with a love for books and the tradesman can interest him in tools. The figures for 1883-'84 show a decrease of 211 in pupils registered in public schools and of 30 in the average daily attendance. This is accounted for by the increased attendance in parochial schools, which, with private schools, numbered 2,484 against 1,826 in 1883. The enrolment and average attendance in the high school increased somewhat during 1883-'84.

Troy reports public schools taught in 14 buildings, public school property valued at \$317,000, and about 1,500 attending private and parochial schools, making, with public school attendance, 9,798 under instruction. Attendance on public schools decreased somewhat during the year, but the time lost by absentees was also less, making the ratio of attendance better. A large part of the loss was due to a vigorous agitation of the subject of founding and maintaining parochial schools, of which one was erected capable of receiving 600 pupils. Still, it is estimated that as many as 5,000 youth between 5 and 16 years of age and about 3,000 between 5 and 13 were not attending any school. The public schools were primary, intermediate, grammar, and high, the last having 181 pupils enrolled and 162 in average attendance.

Utica in 1883 had 35 public schools (primary, intermediate, advanced, ungraded, and evening) and a free academy, all taught in 13 substantial brick buildings, well lighted, well ventilated, and in other respects comfortable. A new and commodious building was completed during the year, nearly 700 volumes were added to the library, and over 8,000 more books were taken out. The demand for books of an instructive character was increasing: during four years the call for works of fiction had fallen off from 64 per cent. to 53. The free academy offers four courses of study: a normal of 2 years, an English and scientific of 3, and two classical courses, one of 4 years, the other of 3. Of 160 pupils 127 were in average daily attendance.

Watertown in 1883 shows primary, grammar, and high schools, the course extending over 12 years. The enrolment was somewhat less than during the previous year, though average attendance was about the same, and there were fewer cases of tardiness and about 64 hours less time lost. More select schools were taught and they drew somewhat from the public schools, the enrolment in them being about 100. The number of books lent from the library increased, but fewer novels were called for, the demand for useful books advancing. The high school offers two courses of study, classical and English, the latter subdivided into French, German, and Latin-English courses. Of 197 pupils enrolled 154 were in average attendance.

Yonkers in 1884 reports public schools taught 199 days in 6 buildings by 3 men and 43 women, public school property valued at \$137,449, and an estimated enrolment of 1,556 in private and parochial schools.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR CERTIFICATES.

Teachers to be legally qualified for employment in the public schools must have a normal school diploma or a certificate of qualification from the State superintendent, the school commissioner of the district, or from the school officer of a city authorized

by special act to grant the certificate. Certificates issued by the county commissioner and by the State superintendent are given only after an examination as to qualifications. By a law of 1882 pupils instructed in teachers' classes in academies and union free schools for at least 10 weeks, and who have passed an examination prescribed by the regents (which includes methods of teaching), are entitled to a certificate, and when this is indorsed by a school commissioner it constitutes a license to teach. The State superintendent may annul for cause any certificate granted by a commissioner and may declare any normal school diploma invalid as a qualification to teach.

STATE NORMAL TRAINING.

The 8 State normal schools, at Albany, Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego, and Potsdam, report an attendance during 1883-'84 of 2,393 pupils in normal studies, besides 2,691 other pupils. Of the normal students 300 graduated, making a total of 5,833 graduates since the opening of the schools. The shortening of the school year affected the figures of attendance in these as in other schools, the whole enrolment being 670 less than in 1882-'83. The number of graduates, however, was two more than that in the preceding year.

These schools are all under the supervision of the State superintendent, the regents of the university being associated with him in the case of the Albany school. Tuition is free; so also is the use of text books; and to students who remain at least a full term travelling expenses are refunded. The State makes a regular allowance of \$18,000 a year to each school, besides additional appropriations for special objects when necessary. Each county is entitled to send twice as many students as it has representatives in the assembly, and appointments are made by the State superintendent on the recommendation of the school commissioners or city superintendents of schools. Candidates must be at least 16 years of age, must have good health and average abilities, and must pass a prescribed examination in English branches, including arithmetic as far as square root. All of these schools but one present 3 courses, extending over 2, 3, and 4 years. The school at Albany appears to offer only 1 course of 2 years. This school reports a new building in process of erection, for which the legislature of 1883 appropriated \$125,000, besides allowing whatever sum might be realized from the sale of the old building.

The demand for normal school graduates as teachers in the better class of schools throughout the State is said to be increasing from year to year. Such teachers find ready employment at fair wages, and in some of the counties their number is becoming noticeably large.

OTHER NORMAL TRAINING.

The *Normal College*, New York City, gave instruction in 1883-'84 to 1,520 young women in a 4-year normal course and sent out 238 graduates. Although this school has been in operation only since 1870, about half the teachers in the schools of the city are graduates from it. Tuition is free, the institution being a part of the public school system of the city.

Classes for instruction in the science and practice of common school teaching were organized by authority of the regents of the university in 111 academies and union free schools, 16 more than during the previous year. The number of pupils receiving instruction was 1,875. These classes are under the supervision of an inspector appointed by the regents, and are also subject to the visitation of the school commissioner of the district in which the school is situated, who is required to assist in the organization, management, and final examination of the classes, and to report thereon to the regents of the university. The number of classes and the number of pupils thus instructed increase yearly, and the beneficial results of the instruction are beginning to be felt in the schools near the localities where the classes are taught.

TEACHERS' INSTITUTES.

It is made by law the duty of each school commissioner to organize each year a teachers' institute in his own district, or, in connection with other commissioners, a combined institute for the county. He must, if possible, induce all the teachers of his district to attend, and there is no deduction from their pay for the time spent at the institute.

Such meetings were held in 1883-'84, as during the preceding year, in 58 counties, at a cost to the State of \$16,927, an increase of \$1,156 over the cost in 1882-'83. The number of institutes held was 71 against 73 the previous year; the aggregate attendance of teachers was about the same, the average number attending each institute being 10 more in 1884. The percentage of teachers attending in all the counties where institutes were held, based on the number teaching 23 weeks or more, was 81.99 against 80.9 in 1883.

EDUCATIONAL JOURNALS.

The most important of the journals in this State devoted to the diffusion of educational information are the following: The *School Journal*, a weekly published at New

York City; a monthly publication, The Teachers' Institute, an abstract of the preceding one; The School Bulletin, Syracuse, a monthly, in its eleventh volume in 1884; and The Industrial News, published monthly by the Inventors' Institute, Cooper Union, in its fifth volume in 1884.

SECONDARY INSTRUCTION.

ACADEMIES AND HIGH SCHOOL DEPARTMENTS.

In this State two classes of institutions come under the general designation of academies: (1) incorporated ones governed by boards of trustees and supported by the income of property and of tuition fees; (2) academical departments of union schools under the control of boards of education and supported chiefly by taxation. By a law of 1864 provision was made for the organization of these academical departments and for their participation, subject to the visitation of the regents, in the privileges enjoyed by incorporated academies; also, that incorporated academies may, with the consent of their trustees and of the district, be adopted as academical departments of union schools and permanently transferred to the board of education. Under these two provisions the number of academical departments of union schools has steadily increased and that of incorporated academies has diminished. In 1882-'83 3 academies were incorporated by the board of regents and 5 academical departments of union schools were received under visitation. The whole number of academies and of departments reporting for that year was 256; total attendance, 32,126, under 1,325 teachers. More than 7,000 of these students were pursuing classical studies, 2,252 were preparing for college, and 7,545 had passed the regents' preliminary examination. In 1883-'84 the aggregate attendance was 34,162, an increase for the year of more than 2,000.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and for summaries, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITY OF THE STATE OF NEW YORK.

This university is composed of all the colleges, academies, and academic departments of union schools in the State, the term college including all institutions in the State legally incorporated with power to confer collegiate degrees. Colleges of arts, law schools, medical schools, and professional schools of science are thus embraced, but not schools of theology. The statistics of these colleges, so far as reported to the regents for 1882-'83 (3 failing to report), showed property valued at \$21,525,052; an expenditure for the year of \$1,949,459; a total attendance of 10,236 students, under 675 instructors; and 1,476 graduates. Of the students 3,626 belonged to 23 colleges of arts, 18 of them for men or for both sexes and 5 exclusively for women.

COLLEGES OF ARTS FOR YOUNG MEN OR FOR BOTH SEXES.

To the colleges of this class noticed in 1882 were added in 1883, by action of the regents of the university, Canisius College, Buffalo, and the Seminary of Our Lady of Angels, Suspension Bridge, the latter changing its title to "Niagara University." For statistics, see Table IX of the appendix.

From the regents' report for 1882-'83 it appears that the year was one of great activity among the colleges and that educational work was carried on in them with energy; in many, with increased advantages. Several of them received large additions to their endowments and initiated movements towards fuller and more effective work. The report of the regents for 1883-'84 has not been issued when this goes to press; but, from an examination of catalogues and returns for that year and from the report of the State superintendent, it appears that a like activity continued. The report of the State superintendent, published earlier than that of the regents, shows a total of 8,381 students in collegiate schools against 7,544 in 1882-'83, these figures including, of course, those in preparatory and other departments as well as the properly collegiate, which last were reported by the regents as 3,106 in 1882-'83.

Columbia College, New York, in 1883 completed, at much expense, extensive buildings that had been long in process of erection for the better accommodation of its growing departments, and gathered its large libraries into one noble structure, under the care of an experienced librarian. It followed some western colleges in a plan for granting degrees in certain cases on examination without residence (as did Syracuse University also), and agreed to admit women, on a system similar to that of the Annex at Harvard, to study under its professors and stand examinations for degrees. The University of Rochester, which has received by will of Mr. Lewis H. Morgan his choice library, cabinet, and other gifts, has been made the residuary legatee of his

widow's large property, which, at her son's death, is to go in money to the university, for the collegiate education of women under university auspices and officers. St. Lawrence University had from the estate of Mrs. Sarah D. Gage \$37,457 in fulfillment of a bequest for the maintenance of its school of theology. Cooper Union, New York, in addition to more than \$1,000,000 bestowed on it by its venerable founder before his death, received from him by will, after his decease in 1883, \$100,000, and from his children a like sum. Cornell University was relieved by special act of a restriction which had limited its corporate property to \$3,000,000, and will probably be several millions richer by the change. For other benefactions in 1882-'83, see Institutions for the Superior Instruction of Young Women, below.

The information as to 1883-'84 is still imperfect, but already there are announcements of the receipt of \$5,000 by St. Stephen's College, Annandale, for scholarships; of \$14,476 by Syracuse University, for endowment; and of \$85,000 from Hon. Hiram Sibley, for a mechanical professorship and for additions to the Sibley shops and building at Cornell University, Ithaca.

Of the colleges belonging to the university system, at least 14 were still for young men only, while Alfred, St. Lawrence, Cornell, and Syracuse Universities admitted young women also. All continued their instruction in French and German, as well as in Latin and Greek, except St. Stephen's College, which, as preparing for theological study, substitutes Hebrew for German. With the same view, Hobart and St. Bonaventure Colleges also teach Hebrew, as do Alfred and Madison Universities. Columbia College and Cornell University offered Anglo-Saxon and Sanscrit also. The former was offered, too, at Hobart College and Madison and Syracuse Universities. At Columbia, Danish, Icelandic, Spanish, and Italian were included in the optional courses, and at Cornell, Swedish, Spanish, and Italian.

Chautauqua University, an outgrowth of the Chautauqua Assembly and Reading Circle, was incorporated by the legislature in 1883 without the customary requirement to report to the regents its course of study or its means for imparting instruction. It is also left free from the usual university demand of at least a 4-year course of study, which enables it, if it should choose, to give diplomas and confer degrees without assurance of the time-honored preparation.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The 5 colleges for women already referred to as of full collegiate rank are Wells College, Aurora; Elmira Female College, Elmira; Ingham University, Leroy; Rutgers Female College, New York City, and Vassar College, Poughkeepsie. All present classical courses of 4 years, as previously, and all give instruction in music, drawing, painting, French, and German, Elmira adding Anglo-Saxon, and Rutgers, Spanish.

All seem to prosper, though in different degrees. Ingham University was enabled by its friends in 1882-'83 to increase its property in grounds and buildings by the purchase of a chancellor's residence for \$5,000 and by the erection of an art annex at a cost of \$4,000; a debt of \$11,600 was also met by contributions from its friends. In 1883-'84 Mr. Timothy Hill offered it \$10,000 towards an endowment of \$100,000, conditioned on the raising of \$90,000 to make up the full amount.

Vassar College, too, had its preceding large endowments from the Vassar family increased by \$50,000 for a scholarship fund and \$80,000 for 2 professorships, all from Matthew Vassar, jr., in 1883. In 1884 John G. Vassar gave \$10,000 for the improvement of the college laboratory.

For detailed statistics of these colleges for women, in which the regents reported in 1882-'83 a total of 520 collegiate students, under 81 instructors, see Table VIII of the appendix of this volume; for like statistics of the colleges for men or for both sexes, see Table IX. For summaries of the statistics of both classes, see corresponding tables in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *United States Military Academy*, West Point, established and sustained by the General Government to train officers for the Army, includes, with military instruction, the study of English, French, and Spanish, international and military law, mathematics, drawing, natural and experimental philosophy, geography, history and ethics, chemistry, mineralogy, geology, engineering (civil as well as military), and telegraphy. The course covers at least 4 years; no students are advanced from one year's work to the next without a rigid examination on the studies passed over; if found deficient, they are put back or discharged. The number of cadets in 1883-'84 was 284.

Cornell University, the agricultural and mechanical college of the State, besides its literary and special courses, offers 6 scientific courses of 4 years, leading to degrees in agriculture, architecture, analytical chemistry, chemistry and physics, electrical engineering, and civil engineering; also, another engineering course, of 5 years, and shorter courses leading to no degree. The degree of civil engineer is given only on

completion of the 5-year course, graduates of the 4-year course receiving that of bachelor of engineering.

Three professional schools of science recognized by the regents are *Rensselaer Polytechnic Institute*, Troy, a school of civil engineering, conferring the degree of civil engineer; the *School of Mines of Columbia College*, in which the degrees of engineer of mines, civil engineer, and bachelor of philosophy are conferred; and the *Scientific Department of Cooper Union*, covering a course of mathematical and scientific study of 5 years and conferring the Cooper Union medal and diploma at its close. The number of students in these 3 institutions reported to the regents in 1882-'83 was 3,774.

A *College of Electrical Engineering*, New York City, has been established to give a scientific and practical knowledge of the systems of telegraphy in use in this and other countries for submarine and inland telegraphy, electric lighting, the telephone, and their commercial utilization.

Instruction in civil engineering and in general science is given at the University of the City of New York and at Union and Syracuse Universities, while 15 other collegiate institutions present courses for the degree of bachelor of science.

For statistics of scientific schools reporting, see Table X of the appendix, and for a summary, see the report of the Commissioner preceding.

PROFESSIONAL.

Theology.—The following 10 schools of theology report for 1883 or for 1884: St. Bonaventure's Seminary, Allegany (Roman Catholic); Auburn Theological Seminary, Auburn (Presbyterian); Canton Theological School, Canton (Universalist); Hartwick Theological Seminary, Hartwick (Lutheran); General Theological Seminary of the Protestant Episcopal Church, New York; Union Theological Seminary of the City of New York (Presbyterian); Rochester Theological Seminary, Rochester (Baptist); Christian Biblical Institute, Stanfordville, (Christian); Seminary of Our Lady of Angels, Suspension Bridge (Roman Catholic), and St. Joseph's Provincial Seminary, Troy (Roman Catholic). Seven of these report 412 students in 1883-'84; the remaining 3 had, in 1882-'83, 210. All report courses of study extending over at least 3 years, the 3 Roman Catholic institutions presenting courses of from 4½ to 6 years, including preparatory as well as professional training. About half of the above named schools offer opportunities for graduate study and report students in them. The General Theological Seminary instituted such a course in 1883.

Delancey Divinity School, Geneva, and St. Andrew's Divinity School, Syracuse (Protestant Episcopal), as well as Hamilton Theological School, Hamilton (Baptist), do not report to this Office for 1883 or 1884; but evidence of their continued existence appears in the year books of the Protestant Episcopal and Baptist Churches for 1884, which show that the two Episcopal schools had each 7 candidates for orders in 1882-'83 and that the seminary at Hamilton had 52 students, under 5 instructors.

The Chautauqua School of Theology, formally opened in 1884, is an outgrowth of the Chautauqua work in the direction of ministerial culture. It gives the usual biblical, theological, ecclesiastical, historical, and philosophical instruction. Two departments have been provided, one leading to a diploma in theology, the other presenting a course of reading and study for ministers and others who desire the benefit of the school without being subjected to the examinations required of regular students. The number of students in 1883-'84 was 307.

Gifts were received by the above theological schools, as reported, during 1883 and 1884 amounting to over \$376,000. Chief among these were \$37,400 from Miss Sarah A. Gage to the Canton Theological School in St. Lawrence University, Canton; \$81,928 to the General Theological Seminary of the Protestant Episcopal Church, New York; \$23,800 to Rochester Theological Seminary; and about \$225,000 to Union Theological Seminary, New York, for library hall and scholarships.

Instruction in *law* was given in the following schools: Albany Law School, Albany, a department of Union University; Maynard-Knox Law School, a department of Hamilton College, Clinton; School of Law of Columbia College, New York, and Department of Law of the University of the City of New York. These schools, which form a part of the University of the State of New York, reported to the regents an attendance of 506 students, under 20 instructors, and 215 graduates sent out in 1883. In 1884 the students numbered 511.

Medicine, dentistry, and pharmacy.—The regents, for 1883, report 9 schools of medicine, 1 of dentistry, 3 of veterinary science, and 3 of pharmacy. These reported 2,330 students, under 214 instructors, in 1883. This list excludes the medical department of Niagara University, organized in 1883; the New York Medical College and Hospital for Women, which had made no report to the regents for several years; and 2 colleges whose charters had been declared invalid by the courts.

The list of medical schools in New York, published by the Illinois State board of health for 1883-'84, not including schools of dentistry and pharmacy, comprises 12 institutions which reported 2,264 matriculates, of whom 660 were graduated.

The New York College of Dentistry, New York City, reports 142 students and 30 graduates in 1883-'84; it has a 2-year course of study, 20 weeks each year; there is no examination for admission.

The Albany College of Pharmacy, a department of Union University, reports 37 students and 13 graduates; the College of Pharmacy of the City of New York, 330 in 1884. The course in both extends over 2 years; in the college at Albany, of 20 weeks each; in the other, of 22 weeks.

For statistics of professional schools, see Tables XI to XIII of the appendix.

SPECIAL INSTRUCTION.

SOCIETIES FOR THE PROMOTION OF HOME STUDY.

The *Chautauqua Literary and Scientific Circle*, organized in 1878 to encourage study at home, reported in 1882 an enrolment of nearly 30,000 members living in every State and Territory of the Union, as well as some in other quarters of the globe. It graduated in 1882 its first class of nearly 2,000 members. In 1883 the institution was incorporated by the State legislature and authorized by law to confer the usual collegiate degrees, but without being restricted to any standard or obliged to report to the regents its course of study or means for imparting instruction.

The *Correspondence University*, a new institution somewhat resembling the above in its methods and aims, can only be said to belong in this State from the fact that its secretary, Professor Wait, is of Cornell University, Ithaca. Its faculty includes 32 professors, selected from colleges here and in Great Britain. It publishes in Chicago, Ill., a paper entitled *The Correspondence University Journal*, which presents full statements of its courses in all subjects.

EDUCATION FOR POLITICAL LIFE.

Courses of special training in political science are given at Columbia College, New York, and at Cornell University, Ithaca. That at Columbia covers, as when last reported, 3 years from the opening of the senior year; that at Cornell, 4 years, of which 2 are comparatively elementary. Graduate courses in the same study are offered at Columbia. All tendency to party views, as such, is carefully avoided.

TRAINING IN ARTS AND TRADES.

Cooper Union, New York City, besides its courses in science, gives instruction in free art and industrial classes, taught both day and evening, as follows: An art school for women; school for women in wood engraving; school of telegraphy; classes in phonography and type writing for women; free night school of art for men. The amount earned by the pupils of 1883-'84 and the graduates of 1883, so far as heard from, was \$27,751. Many instances of success on the part of graduates of the women's art school are reported. The whole number of pupils in it in 1883-'84 was 4,327; the number using the reading room and library, 549,707, of whom 6,664 were women.

A number of art schools and societies for promoting a knowledge of art report from New York City, among them the Metropolitan Museum of Art, the Drawing School of the Society of Mechanics and Tradesmen, the art department of the Turnschule, the Decorative Art Society, the Woman's Institute of Technical Design, and the New York Trade Schools. Including the 1,000 pupils in the art and technical schools of the Cooper Union, it is estimated that there are in New York City alone over 2,000 students of industrial art, whose influence must be felt within a short time in all the trades of the city. Encouraging results are already apparent in an advance in every department that requires artistic workmanship.

Courses in painting, drawing, and music form a part of the instruction offered in Syracuse University, Wells College, Elmira College, Rutgers Female College, and Vassar; painting and drawing are taught in the University of the City of New York, while drawing (architectural, free hand, and mechanical) is taught in the engineering courses of the various colleges already noted under Scientific.

The College of Electrical Engineering, New York City, recently organized, has been already noticed under Scientific.

TRAINING SCHOOLS FOR NURSES.

Nine schools to prepare women for intelligent care of the sick report from this State for 1883 or 1884: New York State School for Training Nurses, Brooklyn, opened in 1871; Bellevue Hospital School for Nurses, New York, opened in 1873; Charity and Maternity Hospital School for Nurses, Blackwell's Island, 1875; New York Hospital School for Nurses, 1877; Buffalo General Hospital School for Nurses, 1878; Brooklyn Training School for Nurses, 1880; Rochester City Hospital Training School for Nurses, 1880; Mount Sinai Training School for Nurses, New York, 1881; Brooklyn Homoeopathic Hospital School for Nurses, 1881. Total of pupils reported for 1883, 64, of whom 22 graduated; the next year, 125, of whom 72 graduated.

TRAINING IN MUSIC AND LANGUAGES.

Special schools of music reporting are the Grand Conservatory of Music, New York City; the Philharmonic Society of New York; the School of Music, Poughkeepsie, and Columbia Conservatory of Music, Brooklyn. The last named reports thorough courses of musical instruction, vocal and instrumental, including the use of a large number of instruments; also, instruction in elocution, foreign languages, and dancing.

There are also special schools of languages, the most important being Stern's School of Languages, New York, in which French, Spanish, German, and Italian are taught according to what is termed the natural method, i. e., beginning not with rules, but with the spoken words of the language to be learned. This school maintains a free normal class for teachers, one of the aims being to extend the knowledge of the methods of instruction followed. About 700 pupils received instruction in 1883.

EDUCATION OF THE DEAF AND DUMB.

The institutions for the deaf and dumb are as follows: New York Institution for the Deaf and Dumb, New York, which reported 390 pupils under instruction during the year 1883-'84; Institution for the Improved Instruction of the Deaf and Dumb, New York, with 163; the Central New York Institution for Deaf-Mutes, Rome, with 148; Le Couteulx St. Mary's Deaf and Dumb Asylum, Buffalo, with 139; St. Joseph's Institution for the Improved Instruction of Deaf-Mutes, Fordham, with 250; Western New York Institution for Deaf-Mutes, Rochester, with 161, and Northern New York Institution for Deaf-Mutes, Malone. The whole number reported under instruction was 1,251. The last named institution was opened in September, 1884, with about 20 pupils. It occupies a rented building and its accommodations are limited. With the others, it receives, under the law, a pro rata appropriation from the State. Total expenditures for the year in all these schools, \$362,699, against \$391,129 in 1882-'83, when there were 52 fewer pupils.

All teach the common English branches, including articulation, and such employments as shoemaking, tailoring, printing, dressmaking, and housework.

EDUCATION OF THE BLIND.

The New York State Institution for the Blind, Batavia, and the New York City Institution for the Blind report an average of 353 pupils in 1883-'84, against 400 the previous year. This reduction was due to an epidemic in the city institution, in consequence of which the schools were temporarily closed and the pupils sent home. The expenditure for both institutions during the year was \$165,698 against \$134,619 in 1882-'83, an increase of over \$31,000. The common and higher English branches are taught, with music, piano tuning, broom making, sewing, knitting, and fancy work.

TRAINING OF THE FEEBLE-MINDED.

The State sustains two institutions for the care and instruction of this class: The New York Asylum for Idiots, at Syracuse, and the Custodial Branch, at Newark. That at Syracuse is for children only, and gives them generally 7 years' instruction; it has a farm department near the city for idiotic and feeble-minded men, in which about 30 are maintained. Average number of inmates during the year, 326; average weekly cost for education, maintenance, and care, \$3.33 for each pupil. The Newark Custodial Branch Asylum is devoted entirely to the oversight and care of idiotic and feeble-minded young women, and is under the control and management of the Syracuse Institution. An average of 140 were cared for during the year, most of them between the ages of 15 and 40.

INDUSTRIAL SCHOOLS.

Some industrial training in connection with instruction in the common school branches is given by a large number of institutions and societies to about 10,000 children each year, these being generally of a class who, from poverty, are deprived of other means of training. Among these institutions may be mentioned the schools of the Children's Aid Society, New York City; the Brooklyn Children's Aid Society; the Brooklyn Industrial School Association; the American Female Guardian Society, New York City; House of the Good Shepherd, Tomkins Cove; the Five Points House of Industry, New York City; the Hebrew Benevolent Society, New York City; the Wilson Industrial School for Girls, New York City, and the Industrial School of Rochester.

REFORMATORIES.

There were over 4,000 juvenile delinquents in the various reformatories of the State October 1, 1884, about one-third of them being girls. The New York House of Refuge, Randall's Island, reports 758; the Western House of Refuge, Rochester, 513; the New York Juvenile Asylum, New York, 941; New York Catholic Protectory, West Chester, 2,051, and Buffalo Catholic Protectory for Boys, 191. The first two named are maintained by legislative appropriations; the others, except the last named, by the State

and municipal authorities. All give instruction in the common English branches and in various industries.

In regard to the House of Refuge on Randall's Island the board of charities has recommended various changes, among them the abolition of stone cells with iron doors and the substitution of a more open system, on the family plan; a reduction in the number of corporal punishments, these to be inflicted only by the superintendent or matron or by their direction and in their presence; the inauguration of a system of rewards to stimulate the ambition of children; and the abolition of the contract system for boys, a comprehensive system of trades to be substituted for it.

Some improvements were made in the grounds and buildings of the New York Juvenile Asylum during 1883-'84 and some necessary conveniences were furnished the inmates, but the institution was found to be overcrowded and the administration of corporal punishment not surrounded with sufficient checks. The State board of charities invites the attention of the legislature to a report of its committee on this subject, and believes its recommendations should be carried out, as they have been in the case of the New York Catholic Protectory.

ORPHAN ASYLUMS AND HOMES.

There were reported by the State board of charities 192 orphan asylums and homes for the friendless, with 42,773 inmates during the year 1883-'84, of whom 21,736 were youth, 11,641 boys and 10,095 girls.

EDUCATIONAL CONVENTIONS.

NEW YORK STATE TEACHERS' ASSOCIATION.

The thirty-ninth annual meeting of this association was held at Elmira July 9-11, 1884. Addresses of welcome were given by Professor Steel and Mayor Flood, of Elmira, followed by the address of the president, Mr. Barnes. On the second day a preliminary report was made by the committee on education, which, among other evidences of progress, noted that increasing attention is being paid to the health and eyesight of pupils and to the preparation of teachers. The report led to an animated debate, which resulted in the appointment of a committee to devise a plan for securing better work from school trustees. A paper read by Commissioner J. T. Lusk, of Binghamton, showed the difference in taxation, appropriation, and length of school terms in different cities, villages, and districts of the State; Mr. A. H. Dundon followed on the practical importance of the imagination and its cultivation in school. After some discussion of Mr. Dundon's paper, one was read on the teaching of geography. In the afternoon Mr. Lusk's paper was discussed and the evening was devoted to an address by Chancellor Sims, of Syracuse University, entitled "Personality in the teacher's work." The session of the following day was opened with a historical paper from Noah T. Clark, on "Academic education in this State one hundred years ago." Other papers were on "Educational humbug," by Jerome Allen, PH. D., of St. Cloud, Minn.; "Self culture," by J. M. Milne, of Cortland; "The relation of theory and practice," by Edward E. Sheib, PH. D., of Baltimore, and the "Relation of art to education," by Rev. A. W. Cowles, of Elmira Female College.

STATE COUNCIL OF SCHOOL SUPERINTENDENTS.

The second annual meeting of the council of school superintendents was held in Albany, Thursday and Friday, November 20 and 21, 1884. The topics for discussion were of the most practical character, including examinations of teachers; methods of teaching reading, spelling, and language; how much technical grammar should be taught; Kindergarten methods applied to primary school work; and training schools for teachers: are they essential in the present stage of the profession of teaching?

STATE ASSOCIATION OF SCHOOL COMMISSIONERS AND SUPERINTENDENTS.

The twenty-ninth annual meeting of school commissioners and superintendents was held at Rochester, January 16-18, 1884. The program included addresses on the relation of the teachers' class to the country schools, on the value of the teachers' institute to country teachers, school supervision, and normal schools as training schools for country school teachers.

OTHER STATE ASSOCIATIONS.

The twenty-second university convocation and the centennial anniversary of the organization of the board of regents of the university were held at Albany, July 8-10, 1884. These meetings were characterized by a lively interest in educational matters, and interesting papers were read and discussed, of which, however, no detailed report has been received.

OBITUARY RECORD.

PETER COOPER.

This most conspicuous promoter of education in New York City was born there February 12, 1791. His early life was one of labor and struggle. When very young he assisted his father in his business, the manufacture of hats, attending school only for half of each day for a single year. At the age of 17 he was apprenticed to a coach-maker. Soon after finishing his apprenticeship he invented an improvement in machines for shearing cloth, from which he realized a large profit. In 1830 he built, after his own design, the first steam engine ever constructed on this continent. He took great interest in the extension of the electric telegraph and engaged in various manufactures, one of the most important being that of iron, and perhaps the most profitable that of glue and isinglass, which last he continued to carry on for over 50 years. As capitalist and manufacturer, inventor and philanthropist, he was connected with some of the most important and useful accessions to the industrial arts of the country, its progress in invention, and the promotion of educational and benevolent institutions. He was a trustee of the Public School Society first formed to promote public schools in New York, and when that was merged in the board of education he became a school commissioner. The most cherished object of his life, carried out as soon as his means would permit, was the establishment of an institution for industrial training. Having himself felt the need of such instruction, which the common school, academy, and college all failed to supply, he determined to set an example in providing for it that should not only prove useful in New York City, but contagious throughout the country. In 1854 he laid the cornerstone of the Cooper Union in New York, "to be devoted forever to the union of art and science in their application to the useful purposes of life." The institution has admirably filled the place for which it was created and has continued to grow steadily under the fostering care of its founder. Besides the building, which cost \$650,000, he annually made large gifts to supplement its income, and before his death provided it with a cash endowment of \$200,000, to which his will added \$100,000, his children contributing \$100,000 more. Mr. Cooper died April 4, 1883, in the ninety-second year of his age, having preserved to the last a remarkable degree of vigor, both of body and mind.

CHIEF STATE SCHOOL OFFICER.

Hon. WILLIAM B. RUGGLES, *State superintendent of public instruction.*

[Term, April 7, 1883, to April 7, 1886.]

NORTH CAROLINA.

SUMMARY OF EDUCATIONAL STATISTICS.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21)	294,840	314,293	19,453	-----
Colored youth of school age (6-21)	173,718	189,988	16,270	-----
Whole number of school age.....	a468,558	a504,281	35,723	-----
White youth in public schools.....	142,233	167,059	24,826	-----
Colored youth in public schools.....	98,511	111,239	12,728	-----
Whole number in public schools.....	b240,744	a278,298	37,554	-----
Average attendance of white youth..	97,147	104,291	7,144	-----
Average attendance of colored youth..	55,504	65,403	9,899	-----
Whole average attendance.....	b152,651	a169,694	17,043	-----
Per cent. of enrolled to school youth..	51.38	55.19	3.81	-----
Per cent. of average attendance to school youth.	32.58	33.65	1.07	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts reported..	c6,233	a6,635	402	-----
Number of public school-houses.....	c4,158	c2,559	-----	1,599
Number of free schools for whites.....	3,617	3,845	228	-----
Number of free schools for colored....	1,909	2,175	266	-----
Whole number reported as free.....	a5,526	a6,020	494	-----
Average time of schools, in days.....	d58	e58	-----	-----
TEACHERS.				
White men teaching.....	2,191	2,296	105	-----
White women teaching.....	1,063	1,173	110	-----
Colored men teaching.....	1,157	1,500	343	-----
Colored women teaching.....	570	731	161	-----
Whole number teaching.....	4,981	5,700	719	-----
FINANCIAL STATEMENT.				
Whole expenditure for public schools..	f\$623,431	g\$535,205	-----	\$88,226
Valuation of public school property..	-----	-----	-----	-----
Amount of available State fund.....	a390,009	h483,092	\$93,083	-----
Average monthly pay of white teachers.	25 26	24 16	-----	1 10
Average monthly pay of colored teachers.	24 45	22 06	-----	2 39

a Four counties out of 96 not reporting.

b Three counties not reporting.

c Five counties not reporting.

d Seven counties not reporting.

e Six counties not reporting for white schools and 8 not reporting for colored schools.

f Thirteen counties not reporting.

g Sixteen counties not reporting.

h Eleven counties not reporting.

(From the report of Hon. John C. Scarborough, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The State report for 1882-'83 and 1883-'84 shows a decided improvement since the two preceding years. Then there appeared many items with large decrease; now almost all show handsome progress, together with large additions to public school.

enrolment and attendance. There are also indications of a deep and widespread feeling in the State in favor of better education for all classes. In 1881-'82 the enrolment of colored youth in public schools fell off 12,169; the average attendance of such youth, still more. In 1883-'84 the colored people seem not only to have made up that loss, but also to have made a great advance, 1882-'83 showing 10,275 more of their children in the public schools and 13,763 more in average attendance. In the following year the enrolment of colored youth was 12,728 higher still, and there were 9,899 more in average attendance. In the character of the schools for both races there is also indication of improvement. Numerous normal schools are doing effective work and teachers from other States are bringing into the graded schools the most approved new methods of instruction. Three useful educational journals, well conducted and apparently well patronized, are further tokens of awakened interest in education.

ADMINISTRATION.

For the State the law provides a board of education and a State superintendent of public instruction; for counties, boards of education and superintendents; for each district, a school committee of 3. No branches are required to be taught except spelling, defining, reading, writing, arithmetic, English grammar, geography, and the history of the State and of the United States. Other branches are allowed by special arrangements with the school committee. Teachers, at the close of each term, must report to the school committee of the district the prescribed statistics of their schools as a condition of receiving pay. They are also required to maintain good order and discipline in their schools; to encourage morality, industry, and neatness; and to teach thoroughly all the branches required to be taught. Provision is made for holding teachers' institutes in each county or in two or more counties combining, and when so held teachers in such county or counties are required to attend. The State board of education recommends the text books to be used in the public schools for a term of 3 years and until otherwise ordered. The school committees report the teachers' returns to the county superintendents, and they to the State superintendent. Schools for the two races are to be kept separate. Sectarian and political books are prohibited.

SCHOOL FINANCES.

The public schools, free to all children in the State between 6 and 21 years, are sustained by the income of a State school fund; by at least three-fourths of the proceeds of a State and county poll tax, which under the constitution must not exceed \$2; by an educational tax of 12½ cents on \$100 of the property and credits in the State and 37½ cents on every poll; by the net proceeds from sales of estrays, from fines for breaches of the penal and military laws, and from exemptions from military duties; and by proceeds from licenses to auctioneers and to dealers in intoxicating liquors. If the above shall be insufficient to support one or more schools in each district for 4 months, a special annual tax must be levied in each county. The State board of education apportions the school fund to the counties on the basis of school population as ascertained by an annual census, and the county boards to the districts on the same basis,¹ specifying the respective amounts going to white and colored schools, the funds for these being kept separate by the treasurer of the county boards.

AID FROM THE PEABODY FUND.

North Carolina in 1882-'83 received \$8,350 from the Peabody trustees: \$4,650 of it for public schools, \$1,400 for teachers' institutes, \$100 for the North Carolina Educational Journal, and \$2,200 for normal training of teachers at Nashville. In 1883-'84 the State allowance was \$6,075, of which \$2,175 were for Nashville scholarships, \$400 for teachers' institutes, and \$3,500 for public schools.

NEW LEGISLATION.

An act of 1883 amending the school law of 1881 makes the following changes: (1) The school committee of any district may transact the business of the county superintendent in case a vacancy occurs; (2) school committees are to be elected biennially in October instead of in December, their term of service to begin the first Monday in December; (3) no order given by a school committee for apparatus is to be valid without the indorsement of the county superintendent and approval of the county board of education; (4) a third grade certificate shall not be issued unless the applicant answer at least 70 per cent. of the examination questions; (5) the clause making it the duty of a county superintendent to visit and regularly inspect the public schools of his county is repealed, and he may suspend a teacher only with the concurrence of a majority of the school committee of the district in which the teacher is employed; (6) the daily pay of the county superintendent is reduced from \$3 to \$2 and he must render under oath an itemized account of his services, his salary

¹ From 1885 the apportionment will be two-thirds on school population; the remainder, so as to equalize school advantages.

never to exceed 3 per cent. of the school money apportioned to the county; and (7) members of school committees are to be exempt from jury service and from work on public roads.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

As yet no general provision for city school systems appears in the State school laws. In townships embracing a city of 5,000 or more inhabitants graded schools may be established, and a tax not to exceed one-tenth of 1 per cent. on property and 30 cents on the poll is authorized for their support.

STATISTICS.

Raleigh and Wilmington, although they have each over 7,500 inhabitants, the minimum population of cities noticed in Table II of the appendix to this report, make no returns to this Bureau for 1883-'84.

KINDERGÄRTEN.

For full statistics of these schools reporting, see Table V of the appendix.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR TEACHERS' CERTIFICATES.

The law requires of each county superintendent that he examine applicants for teachers' certificates, and issue the same, of 3 grades, according to the following standards of qualification: A first grade to those whose general average is 90 per cent. or more; second grade, if 80 per cent. or more; third grade, if 70 per cent. on all examination questions. A special third grade certificate on the basis of proficiency in fundamental primary studies is also provided for. These certificates are valid for one year, but only in the county where they are issued. No teacher may be employed who does not hold a certificate, pay being regulated by the grade of the certificate held.

STATE NORMAL TRAINING.

Ten State schools for training teachers appear in the State superintendent's report for 1882-'83, with a total attendance of 1,610, under 69 regular instructors and several lecturers. Five of these were for whites and 5 for colored; the latter continued through the school year; the former, for about a month.

Nine such schools report for 1883-'84, 5 of them for whites and 4 for colored. The 5 schools for whites show 44 instructors, 789 students, and \$4,520 of appropriations, of which \$420 were from the Peabody fund. The 4 schools for colored reported 17 instructors, 1,063 students, and \$4,697 of appropriations, \$647 being from the Peabody fund.

Besides providing these normal schools, the State, by an act of 1881, requires free county students at the university to pledge themselves to teach in some school of the State for at least half the time that they receive free tuition. Such students will naturally have some training in the university normal school.

OTHER NORMAL TRAINING.

Besides the above schools there are 6 private normals reporting in 1883-'84, employing 39 instructors, with 1,205 students, making in the State an aggregate for this year of 15 normal schools, with 100 instructors and 3,057 students. Of these institutions the Shaw University Normal School, Raleigh; the American Missionary Association Normal School, Wilmington; and the Tileston Normal School, also at Wilmington, all with an aggregate of 24 instructors and 882 students, were for the training of colored teachers.

Of the 15 normal schools reporting, 1 was opened in 1880 and 6 in 1881. Of the whole number, 7 are for the training of colored teachers, 4 of which are State schools.

For the statistics of each of these various schools, see Table III of the appendix; for summaries of same, the report of the Commissioner preceding.

EDUCATIONAL JOURNALS.

The North Carolina Educational Journal, an official organ of the State Teachers' Association, published monthly at Chapel Hill, continued in its fourth volume in 1884 to give valuable information to the teachers and friends of education in the State.

The Light-House and Tileston Recorder, a monthly journal published at Wilmington, also in its fourth volume in 1884, gave some general educational information, though it was mainly devoted to the interests of the Tileston Normal School.

The North Carolina Teacher, a useful monthly, began its issues at Raleigh, June, 1883, and entered on its second volume July, 1884.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Although no statement has reached this Office as to high schools, there is information that the graded schools, which have been rapidly established in almost every town of any considerable size in the State, have given a great impulse to public education. The proceeds of the regular tax have been largely supplemented by a local optional tax which has kept these schools going for 9 months of the year. The Light-House and Tileston Recorder, of Wilmington, says that the germ of this important educational movement was the Tileston Normal School, established in Wilmington at the close of the war by Miss Bradley and sustained by Mrs. Hemenway of Boston. In 1867 Miss Bradley opened there a union graded school, and 3 years afterward the Hemenway graded school, both now free public schools for the white children of Wilmington, thus convincing the people that a public school could be made worthy of the patronage of the best people and that female teachers could do it. From this and the centennial graded school, established at Raleigh in 1876, the graded school idea is said to have expanded until there are schools of this class in successful operation in at least 14 of the larger towns in the State, with prospects of further progress. These schools are said to be superintended by men well qualified, and are all well sustained, some enrolling more than 500 pupils each. Graded schools in 1884 received \$2,700 from the Peabody fund.

OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools, such as business colleges, academies, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix; for summaries of same, corresponding tables in report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of North Carolina continues to offer 3 general courses of 4 years each: the classical, leading to the degree of A. B.; philosophical, leading to the degree of PH. B.; and scientific, leading to the degree of B. S. These courses are pursued in 16 subordinate colleges or schools, each presenting its appropriate studies. There is also a teachers' course of 2 years, opened in 1883, embracing all the studies required by law to be mastered by public school teachers.

Optional courses are provided for such as are allowed to take studies out of the regular courses. Beyond the regular courses are graduate courses leading to the degrees of PH. B., A. M., and M. S.

For the statistics of the above and of 8 other universities and colleges reporting in 1883-'84, see Table IX of the appendix; for summaries of the same, see a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of the 12 colleges of this class heretofore reporting, 2 make returns for 1882-'83 and 8 for 1883-'84. For statistics of these, see Table VIII of the appendix; for summaries of them, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The scientific course of the State university, covering 4 years, includes the studies that relate to the practical pursuits of life, especially those relating to agriculture and the mechanic arts, with mathematics, German and French, and such English studies as fit students to be useful citizens. There is a philosophical course of 4 years for those wishing to study only one ancient language, either Latin or Greek. This allows of greater devotion to scientific and English studies. There is also an optional course for students of limited time and means, by which they may obtain purely agricultural instruction in branches deemed of special value.

Biddle University and Trinity and Wake Forest Colleges show somewhat advanced scientific courses of 3 years each; Davidson and Weaverville Colleges, scientific courses, that of the former of 4 years for such as wish to pursue a select course to the exclusion of the classics; while Shaw University has a scientific course of 4 years, in which the studies of the first 3 years are the same as in the normal course.

PROFESSIONAL.

Theological.—Two universities for the education of the colored people provide the chief theological training of the State. Biddle University, under the care of the Presbyterian Board of Missions for the Freedmen, has a theological course of 3 years, re-

quiring for admission graduation from some college or its equivalent. The theological department of Shaw University, Raleigh (Baptist), has a regular course of 2 years for students who have graduated from the academical department and an English course for those who have not completed their literary studies.

For statistics of these departments reporting in 1883-'84, see Table XI of the appendix, and for a summary of them, the report of the Commissioner preceding.

Legal.—The law department of the State university has a plan of study comprising the course prescribed by the supreme court of the State for licence to practise and another for those who wish to compete for the degree of LL. B. The former appears to be of 1 year; the other, of 2 years.

Medical.—This is one of the few States in which there is no medical college for whites. The medical department of the State university gives instruction in a 2-year course, but does not now grant degrees, there being a State board of examiners, to whom all applicants for licence to practise medicine or surgery in the State must apply.

The medical department of Shaw University, opened in 1882, for the training of colored physicians, offers a 3-year course, of 5 months each year. For needy and deserving students there are scholarships of from \$30 to \$60. The 2 large buildings erected, 1 on a site given by the State, are commodious and afford facilities for a full medical course.

Pharmacy.—The course in pharmacy offered by the State university extends over 2 sessions, of 5 months each. Students who attend the exercises of these sessions and pass a final examination on all the studies of the course receive certificates of graduation. Those who have had 3 years' experience as drug clerks, with the above requirements, are entitled to a diploma and degree of graduate of pharmacy. For licence to practise pharmacy, both of the above classes of students must apply to the State board of health.

For statistics of the above departments, see Table XIII of the appendix; for summary of same, the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

From the Institution for the Deaf and Dumb and the Blind, Raleigh, no report later than the one for 1881-'82 has been received.

EDUCATION OF ORPHANS.

The Orphan Asylum at Oxford, organized and managed by the State Grand Lodge of Masons primarily for the orphans of Masons, receives also promising orphans of all classes between the ages of 8 and 12. They are discharged when 14 to 16, or earlier if adopted, found incorrigible, or incapable. The boys and girls occupy separate buildings and have separate schools; out of school the girls are trained in general housework, in sewing, and in making and mending clothes for themselves and the boys. The boys assist in preparing fuel, caring for the stock, and cultivating the soil. Its annual income is \$5,000 from the State, \$2,000 from the Grand Lodge, and contributions from lodges, churches, benevolent societies, and individuals, amounting in 1883-'84 to \$14,309. Total number of orphans during the year, 192; number at date of report, 125.

INDUSTRIAL EDUCATION.

The industrial department of Shaw University has a class of young men receiving instruction in carpentry and furniture making, while the young women who board in the institution receive instruction in dressmaking and domestic arts. Skilled teachers have been provided in these departments of industry.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION OF COUNTY SUPERINTENDENTS.

Of the 3 educational journals in the State only 1 gives any account of the meeting of this body in July, 1884, and this account is so brief that it is here given as published in the North Carolina Teacher of August, 1884:

"The State Association of County Superintendents met at Chapel Hill July 2, 1884. There were but few present. No officers were elected for the ensuing year and but 2 of the topics assigned in the program for the meeting were presented. Superintendent A. S. Smith read the answers from superintendents and other educators to the circular letter sent out by order of the last meeting. He then read a paper on the 'School law: its defects and remedies.' Superintendent Isham Royal followed with a paper on 'School organization.' These subjects were discussed by the superintendents and visitors present. A committee was appointed to issue a circular to the county superintendents of the State urging them to attend a meeting to be called by the president. The association adjourned to meet at Raleigh at the call of the president."

NORTH CAROLINA TEACHERS' ASSEMBLY.

This body takes the place of the North Carolina Teachers' Convention and is intended to be permanently located at some beautiful and healthful mountain spot, with commodious buildings for its use, when its grounds will become the educational capital of the State, after the style of the Chautauqua of the North.

Its first meeting was held at Haywood White Sulphur Springs, near Waynesville, June 18-23, 1884, there being present on the first day over 300 teachers and friends of education, which number was largely increased during the session. On the first day a permanent organization was effected, with choice of John J. Fray as president, who, on taking the chair, appointed committees on a constitution and program. The order of exercises adopted was one session a day from 10 A. M. to 1 P. M., with 2 topics for each session, the afternoons to be given to rest, recreation, and sightseeing and the evenings to musical and literary exercises.

On the second day began the earnest work of the session, the discussion of topics, the first one being "How to awaken interest in the work of the schools," followed by "How to gain and hold the attention of pupils;" on the third day, "How to interest parents" and "The nature and value of county supervision of schools," the latter said to have been thoroughly handled by Mr. A. R. Johnson, superintendent of McDowell County. "The art of questioning" was the first subject for discussion on the sixth day, followed by "The best method of teaching history," an easy and satisfactory method being explained by Mr. E. C. Branson. At this stage of the proceedings a letter was received from Mrs. Stringfield, owner of the sulphur springs, offering the grounds of the springs and other liberal inducements for the location of the annual sessions of the association. A committee was appointed to consider the offer and report to the next annual meeting. Miss T. Pescud then read an essay on "The new education," after which Dr. George Thomas, chairman of the board of education of Detroit, congratulated the teachers on the admirable work they were doing at this meeting. On the seventh day, "Grading of country schools" was discussed by Hon. Alexander McIver, former State superintendent, and was continued by Professor Morson, who said that one of the greatest difficulties in the way of grading country schools was the effort to teach too much. Only the plain, practical branches should be taught, and the very best efforts must be given to this line of instruction. The elementary branches are enough in such cases. On the eighth day Miss Mary R. Goodloe read an essay on "The teacher and his methods." The regular topics for the day, "The new education" and "Physical training," were then discussed, the latter by Mr. W. H. Smith. In the afternoon Miss Florence Slater, teacher of calisthenics in St. Mary's School, Raleigh, entertained the assembly with an hour of drill in calisthenic exercises, which appears to have concluded the exercises.

The North Carolina Teacher, speaking of this first session, says that it was a complete success and is conceded to have been the most important educational meeting ever held in the State. The attendance was very large, representing 65 counties and 10 States, made up from the cream of the profession in nearly all the leading schools and colleges in the State. The assembly, now thoroughly organized, with grounds and money pledged for its purposes, is to raise an ample fund to secure the most able teachers in the Union.

STATE COLORED TEACHERS' CONVENTION.

The State Colored Teachers' Convention held its second annual meeting at Raleigh November 12-14, 1884. The work of the association is said to have been good and practical, and the essays read are reported to have showed considerable thought and information. The teachers are using every available means to make themselves more proficient, and the prospect of success seems promising.

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN C. SCARBOROUGH, *State superintendent of public instruction, Raleigh.*

[Second term, January, 1881, to January, 1885; then to be succeeded by Maj. Sydney M. Fingir for a term ending in 1889.]

OHIO.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21).....	1,043,340	1,056,948	13,608	.....
Colored of school age (6-21).....	24,860	25,347	487	.....
Whole number of school age.....	1,068,200	1,082,295	14,095	.....
White youth in public schools.....	746,251	754,265	8,014	.....
Colored youth in public schools.....	9,240	8,490	.....	750
Whole number enrolled.....	755,491	762,755	7,264	.....
Average daily attendance.....	488,956	499,217	10,261	.....
Per cent. of enrolment to youth of school age.	70.73	70.48	.....	.25
Per cent. of attendance to enrolment.	64.72	65.45	.73	.....
Per cent. of attendance to youth of school age.	45.78	46.13	.35	.....
Pupils in private schools.....	31,470	10,957	.....	20,513
SCHOOLS.				
Public school-houses.....	12,220	12,509	289	.....
Rooms for schools below high.....	16,380	16,721	341	.....
Rooms for high schools.....	613	677	64	.....
Whole number of public school rooms.	16,993	17,398	405	.....
School-houses built.....	537	451	.....	86
Average time of schools, in days.....	180	184	4	.....
TEACHERS.				
Men teaching in public schools.....	16,805	10,699	.....	106
Women teaching in public schools.....	13,454	13,766	312	.....
Whole number of teachers.....	24,259	24,465	206	.....
Teachers permanently employed.....	10,539	10,890	351	.....
Teachers in schools below high.....	23,466	23,579	113	.....
Teachers in high schools.....	793	886	93	.....
Teachers in colored schools.....	242	241	.....	1
FINANCIAL STATEMENT.				
Expenditure for public schools.....	\$9,451,143	\$9,684,369	\$233,226	.....
Cost of school-houses built in the year.	1,211,417	991,128	.....	\$220,289
Value of public school property.....	24,454,498	22,586,046	.....	1,868,452
Average monthly pay of men.....	52 00	55 00	3 00	.....
Average monthly pay of women.....	39 00	38 00	.....	1 00

(From returns and reports of Hon. Le Roy D. Brown, State commissioner of common schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The above summary, as may be seen, indicates a generally progressive condition of public school affairs. With an increase in 1883-'84 of over 14,000 enumerated youth, 7,264 more appear as enrolled in public schools and 10,261 more were in average daily attendance; the per cent. of school age enrolled exceeded 70, although this age includes all unmarried youth 6 to 21. Twenty-five per cent. of these youth of school age enumerated were, it should be remarked, between 16 and 21, of which portion over 31 per cent. were enrolled in the public schools. Leaving these older youth out

of the account, it appears that over 83 per cent. of the children 6 to 16 were enrolled for public school instruction. The large decrease of 20,513 attending private schools is not explained. The average school term for the State was 4 days longer than the preceding year; more teachers were permanently employed; the whole expenditure for schools was considerably increased. School rooms were more numerous by 405 in 1883-'84, and the cost of school-houses built that year was much less, as was the valuation of all school property.

ADMINISTRATION.

For general supervision of the public schools there is a State commissioner elected triennially by the people. Under him are boards of education for city and village districts, township and special districts, and joint subdistricts. To test the qualifications of teachers, there are boards of examiners for the State, for counties, and for cities and villages. Each board of education must establish a sufficient number of schools for the free education of all youth of school age within the district under its control, and, if deemed necessary, may open one or more high schools. Each township board must establish at least one school in every subdistrict under its control. District boards may, if thought best for the interests of the district, establish separate schools for colored children. In cities and villages such boards may provide evening schools and establish schools in children's homes, orphan asylums, and county infirmaries, expending on these the full share of public moneys due all such children of school age, which must be applied exclusively to the payment of teachers. All children between the ages of 8 and 14 must attend the public schools for at least 12 weeks in each school year, 6 of which weeks must be consecutive, unless the child's health, the needs of an indigent relative, or the distance (2 miles or more) from the nearest school makes such attendance inexpedient or unless rendered unnecessary by the child's previous acquirements or by the fact that its instruction is otherwise provided for. The employment of any child less than 14 years, under control of a parent or guardian and not dependent on its own resources, is prohibited unless the child has attended school for at least 12 weeks; nor may it then be employed for more than 40 weeks. Each board determines the text books to be used and the studies to be pursued, text books not to be changed for 3 years without the consent of three-fourths of the members of the board. The studies must be in English, unless German be demanded by 75 freeholders, who represent at least 40 pupils entitled to attend such schools.

SCHOOL FINANCES.

The public schools are sustained from the proceeds of an annual tax, the amount to be fixed by the legislature; when not so fixed, it is 1 mill on \$1 of all taxable property. They receive also 6 per cent. interest on an irreducible common school fund and the income from local taxation. State funds, to be used only in the payment of teachers, are apportioned by the State auditor to the several counties and districts according to the latest enumeration of youth therein. The funds for continuing schools, for providing school-houses and sites, and all other contingent school expenses must be raised by a district tax not to exceed 7 mills on \$1. In Cincinnati the limit is 5 mills and in Cleveland $4\frac{1}{2}$ mills. The law allows an appropriation to be made from the contingent fund in any district for libraries. In city districts a tax of one-tenth of a mill on the \$1 of taxable property at its assessed valuation may be levied for this purpose, and in the city of Cleveland it may be two-and-one-half-tenths of a mill on \$1.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

Cities with 10,000 or more inhabitants have boards of education of 1 or 2 members for each ward, while cities with less than 10,000 inhabitants and villages usually have boards of 3 or 6 members; but a majority of the board may decide that its number shall correspond with that of the wards of the city, one-third being changed annually in either case. Cincinnati has a board consisting of 12 members at large and 25 others representing as many wards and Cleveland has a board of 18 members, 1 for each ward.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Akron.....	16,512	5,858	3,584	2,839	66	\$98,453
Bellaire.....	8,025	3,152	1,985	1,543	23	36,054
Canton.....	12,258	6,013	3,244	2,258	55	53,266
Chillicothe.....	10,938	3,517	1,985	1,543	45	32,627
Cincinnati.....	255,139	85,402	52,901	27,275	680	769,399
Cleveland.....	160,146	56,411	28,519	19,969	502	492,383
Columbus.....	51,647	16,858	8,821	6,854	170	215,780
Dayton.....	38,678	12,111	6,529	4,958	138	179,898
Fremont.....	8,446	1,965	1,078	743	20	15,444
Hamilton.....	12,122	4,490	2,134	1,623	39	48,166
Ironton.....	8,857	3,161	1,863	1,380	7	32,842
Lima.....	7,567	3,123	1,820	1,288	32	30,499
Mansfield.....	9,859	3,196	2,168	1,622	42	33,027
Newark.....	9,600	3,039	2,017	1,428	44	33,380
Portsmouth.....	11,321	4,242	2,324	1,763	41	32,822
Sandusky.....	15,838	5,900	2,629	2,112	55	45,864
Springfield.....	20,730	8,582	3,975	2,913	77	104,843
Steuenville.....	12,093	4,497	2,439	1,788	43	36,335
Tiffin.....	7,879	2,980	1,350	1,016	33	18,948
Toledo.....	50,137	19,757	8,354	5,921	147	171,569
Youngstown.....	15,435	7,221	3,127	2,283	53	54,607
Zanesville.....	18,113	6,007	3,067	2,348	69	70,564

1883-'84.

Akron.....	16,512	6,505	3,887	2,996	78	121,497
Bellaire.....	8,025	3,306	1,629	1,091	30	29,287
Canton.....	12,258	5,804	3,701	2,634	56	41,533
Chillicothe.....	10,938	3,540	2,045	1,535	46	32,674
Cincinnati.....	255,139	91,342	33,765	28,172	696	692,545
Cleveland.....	160,146	58,112	27,766	21,380	543	682,339
Columbus.....	51,647	17,498	9,439	7,438	190	204,502
Dayton.....	38,678	15,226	6,689	5,152	144	169,553
Fremont.....	8,446	1,954	1,089	787	22	14,816
Hamilton.....	12,122	4,671	2,166	1,659	41	51,670
Ironton.....	8,857	3,325	2,003	1,538	37	29,547
Lima.....	7,567	2,958	1,859	1,381	32	19,959
Mansfield.....	9,859	3,258	2,232	1,698	41	38,595
Newark.....	9,600	3,168	2,089	1,491	44	36,045
Portsmouth.....	11,321	4,178	2,186	1,617	43	31,763
Sandusky.....	15,838	5,382	2,685	2,139	57	56,639
Springfield.....	20,730	8,669	4,394	3,311	88	91,038
Steuenville.....	12,093	4,407	2,362	1,799	49	60,270
Tiffin.....	7,879	2,818	1,347	1,012	32	33,542
Toledo.....	50,137	19,106	8,851	6,490	163	198,426
Youngstown.....	15,435	7,590	3,237	2,423	59	49,015
Zanesville.....	18,113	6,022	3,146	2,494	68	46,848

a In day schools only.

Akron in 1882-'83 reported 12 school-houses, containing 47 rooms, with 3,325 sittings for study, less than the number of pupils enrolled but more than enough for the average attendance. Additional buildings were in course of erection, including a high school building, and the following year 333 more sittings were reported. The public schools were taught 194 days during 1882-'83; the following year, 193 days. Private and church schools enrolled about 788 pupils in 1883 and 860 in 1884.

Chillicothe in 1883-'84 reported primary, grammar, and high schools, taught 190 days in 5 buildings, valued, with other school property, at \$168,000. Besides the enrolment in public schools above reported, 3 private schools had an estimated attendance of 325 pupils.

Cincinnati showed in 1882-'83 an apparent decrease of 8,763 in school youth, yet enrolled 93 more than in 1881-'82 and had 750 more in average attendance. School expenditures were materially reduced. In 1883-'84 it again advanced in school population, enrolment, and average attendance, without reaching its limit of 1881-'82 in expenditure for schools. It reported public schools taught 200 days in 49 school buildings, with 636 rooms for study, 31 for recitation, and 35,953 sittings, all school property being valued at \$2,100,000. The city school system includes, substantially as before, primary, intermediate, grammar, high, evening, and deaf-mute schools, with instruction in music, drawing, German, and penmanship, for which latter branches special

teachers are employed. The number studying German in the district, intermediate, and high schools in 1882-'83 was 17,770, or, exclusive of those in colored schools, over 53 per cent. of the whole number enrolled; in 1883-'84 it was over 18,000. The school age for the city, as for the State at large, is 6 to 21, but the superintendent takes 6 to 14 as the average age within which the public school course below the high school is completed, and practically the time for such completion in most cities. The actual number attending the public schools between these ages in 1882-'83 he says was 31,237; the estimated number in church schools, 13,590; in private schools, 700; in charitable and reformatory schools, 500. This makes a total of 46,027 between 6 and 14 years of age attending school, and leaves only 5,647 of such age not apparently in any school.

The appropriation for the evening schools was in this year so small that they had to be closed in the middle of the term, and consequently no pupils graduated from the night high school. The enrolment in the night high school was 721; in the district evening schools, 2,636; total, 3,357. Average number of teachers, 72. The studies in the night high school were of fairly high grade; in the others, the common branches.

Cleveland reported a decrease in the school census of 1883, but the superintendent says it is manifest that enumerators have done their work carelessly, and states, for example, that in the twelfth ward there were more children attending school than ever before, but according to the census the youth enumerated in that ward were fewer by 1,500 than the year before. He says that while 21 years is the maximum legal school age, 16 years is the maximum practical age, a fact that is recognized by the law, as it requires those who are more than 16 and less than 21 to be enumerated separately. There were only 396 pupils in the public schools during the year who exceeded the age of 16, and of these all but 56 were in the high and training schools. Church schools had 10,456 pupils and private schools, 1,510. The public schools are primary, grammar, high, and normal. About one-half of all the pupils in the public schools studied German, a monthly average of 9,593, of which number 6,325 were of German parentage. The two high schools numbered 1,063 pupils and graduated 83. Lots for the erection of school-houses were purchased during the year at a cost of \$32,171. The board also contracted for and began to erect 7 buildings, the total contract price of which was \$266,990. These buildings, to be ready September 1, 1884, although furnishing 56 additional rooms, would not entirely supply the need for additional accommodations.

Columbus reported in 1883-'84 an increase of 618 pupils in public schools over the preceding year. The schools, primary, grammar, high, and normal, were taught 191 days in 27 buildings, with accommodations for 8,975 pupils. One more building was reported, and 561 more sittings for study. Special teachers of music and drawing were employed and these studies were pursued throughout the entire school course. In the high school Latin and German were among the studies pursued and Greek was elective. School property was valued at \$352,394. Estimated enrolment in private and church schools, 1,820.

Special attention is given to German during 7 years and music is taught throughout the entire course. In the evening schools were enrolled 611 pupils, with an average attendance of 297. There were 52 boys and 130 girls in the free hand drawing department and 206 boys in the industrial drawing school, about the same as during the previous year. The number in the school for common branches increased, while in the free hand drawing school it fell off nearly one-half.

Dayton for 1882-'83 reported an increase in enrolment and a falling off of 2 per cent. in average daily attendance. The enrolment in the day schools was 52.2 per cent. of the youth of school age and 68.2 per cent. of the youth 6-16 years of age. According to the estimate of the city superintendent, there were enrolled in private and church schools 1,800 pupils, giving a total in all the day schools of 8,329, or 66.5 per cent. of the school census. As the pupils 16 to 21 in public schools numbered only 200, it was estimated that about 84 per cent. of the children between 6 and 16 were enrolled in the day schools. The city school system includes primary, intermediate, grammar, high, normal, and evening schools.

Fremont, in a return for 1883-'84, reports public schools taught 185 days in 8 school buildings containing 10 rooms, with 1,000 sittings, all school property valued at \$50,000, a slight increase in public school enrolment and average attendance, and 400 attending private and church schools. The number 6 to 16 enrolled in public schools was 1,448; over 16 years, only 517. Particular attention was paid to music and penmanship and the work in the German department was the most satisfactory that had ever been done in the schools, about 120 pupils being engaged in the study.

Hamilton in 1883-'84 had 5 school buildings, with 37 rooms and 2,116 sittings, all school property being valued at \$135,000. While the number of youth of school age reported remained the same, there was an increase in enrolment and average daily attendance in public schools. These were classed as primary, grammar, and high. A

special teacher of music was employed. The estimated enrolment in private and church schools was 1,100.

The statistics from *Ironton* show an increase in 1883-'84 in the number of youth of school age, the number enrolled in public schools, and the average daily attendance. Besides the number in public schools, there was an estimated attendance on private and parochial schools of 200.

Lima in 1883-'84 reported public schools taught 188 days in 3 buildings, containing 29 rooms, with 2,010 sittings; school property valued at \$91,200; 2,346 youth 6 to 16, of which number 1,776 were enrolled in the public schools; and 777 youth over 16, of whom only 83 were enrolled. The schools were classed as primary, grammar, and high.

Newark for 1882-'83 showed a decrease in school census and an increase in enrolment, with the same number in average daily attendance. There were 300 in private and church schools, leaving 1,022 not attending any school. The public schools were taught 184 days in 6 buildings, containing 41 rooms, with accommodations for 1,980 pupils, school property being valued at \$80,500. Special teachers of German and penmanship were employed.

Portsmouth for 1883-'84 reported 2,091 youth 6 to 16 in the public schools and only 95 over 16. The schools were taught 190 days in 6 buildings, with 43 rooms, valued, with all school property, at \$200,000. The high school occupied 4 rooms and enrolled 43 boys and 96 girls, with an average daily attendance of 109. No information is given as to private schools.

Sandusky in 1883-'84 had 10 school buildings, with 49 rooms and 2,650 sittings for study, valued, with all school property, at \$168,000. The schools were classed as primary, grammar, and high, and were taught 193 days in the year. German formed a part of the course of study; penmanship and drawing were taught throughout the entire school system, but no special teachers of these branches were employed. The estimated enrolment in private and church schools for the year was 1,000, which number, added to the enrolment in public schools, gives a total of 3,685 under instruction, leaving 1,697 youth of school age not attending any school, a very large majority of them, however, being over 16 years of age.

Springfield reported in 1883-'84 an increase during 2 years of 1,347 in youth of school age, of 1,008 in enrolment, and of 789 in daily attendance. There were 1,200 pupils in private and church schools, making a total of 5,175 youth under instruction and leaving 3,407 not attending any school. The public schools—primary, grammar, and high—were taught 190 days. Three special teachers of music, drawing, and penmanship were employed. There were 13 school buildings, with 80 rooms and 4,383 sittings, all school property being valued at \$198,098.

Steubenville in 1882-'83 reported public schools taught 196 days in 6 school buildings containing 28 rooms and valued, with all school property, at \$134,000. Schools were classed as primary, grammar, and high, and a normal class, the last added about a year before date of the report for 1883-'84. A special teacher of German was employed. Two 8-room school-houses were being built, to be completed by July, 1884, which, it was expected, would afford nearly sufficient accommodations for all the children.

Tiffin in 1883-'84 had 5 school buildings, with 26 rooms and 1,460 sittings for study, valued, with all other school property, at \$90,000. The summaries show a slight falling off during the year in school population, enrolment, and average attendance. The schools were classed as high, grammar, and primary, and were taught 186 days, 1 special teacher of music being employed.

Toledo for 1882-'83 reported an increase in public school enrolment and in average daily attendance. The schools are divided into 5 departments, primary, secondary, intermediate, grammar, and high. Of the 141 teachers employed, 59 were graduates of the high schools of Toledo. The teaching force of the city was the same as the previous year, 4 special teachers of French, German, music, and drawing being included. The schools were taught in 21 buildings, with 118 rooms for study. There were five new buildings erected during the year, at a cost of \$23,682, and improvements were made upon 13 old ones, at an expense of \$2,429.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENT FOR TEACHERS' CERTIFICATES.

Persons desiring to be employed as teachers must present certificates of qualification from the legal examiners (State, county, or city) as to good moral character, ability to teach the common English branches, and an adequate knowledge of the theory and practice of teaching. Those intending to teach branches additional to the above named must present certificates giving evidence as to qualifications to teach such branches. A legal certificate must cover the entire time of the teacher's service and must specify all the branches to be taught.

CITY NORMAL TRAINING.

The State still makes no provision for the education of teachers, but normal training is included in the public school systems of Cincinnati, Cleveland, Columbus, Dayton, Steubenville, and other cities.

The *Cincinnati Normal School* presents a 1-year course partly devoted to the theory of teaching and partly to its practice. For admission persons must be over 17 years of age and pass a satisfactory examination. To have free tuition, students must be residents of the city. There are both English and German classes. Students in 1882-'83, 58, 14 of them German, 45 from the high schools. Of 63 students in 1883-'84, 37 were graduates of the city high schools. Whole number of normal graduates since the organization of the school in 1868, 725.

The *Cleveland Training School* gives instruction to graduates from the public school course, qualifying them for teaching. In 1882-'83 there were 41 such students, 37 of whom were graduated, making 282 since organization in 1875. Of this number 250 had been employed as teachers and 175 were still teaching.

The *Columbus Training School*, established in 1882, gives a course in theory and practice covering a school year and including the study of mental science, history of education, and school government. Resident graduates of the high school or residents of like qualifications who are at least 17 years of age and agree to teach in the public schools of Columbus for 3 consecutive years, if their services are required, may be admitted free.

The *Dayton Normal School* graduated 9 young women in 1882-'83, of whom 7 engaged in teaching, making a total of 157 graduates since the opening of the school.

A normal class at *Steubenville*, apparently established in 1882, was continued in 1883-'84, having met the anticipations of its most sanguine friends. The course includes mental philosophy; theory, principles, and history of education; methods of instruction; and school economy. The practice department consists of 2 rooms in charge of a training teacher, children in these rooms being taught in turn by the normal pupils.

Respecting the normal class formerly noticed at *Toledo*, there is no information.

OTHER NORMAL TRAINING.

The private normal schools reporting are the Northwestern Ohio Normal, Ada, having a 4-year course of study and reporting 1,195 normal students in 1883-'84, of whom 121 were graduated; Ashland College Normal, having a 4-year course, with 80 normal students; Fayette Normal, having a 4-year course, with 160 normal students and graduating 5; National Normal University, Lebanon, with courses of 2 and 3 years and 1,656 students under normal instruction, of whom 98 were graduated; Northeastern Ohio Normal School, Canfield, with classical, scientific, and normal courses, the last enrolling 132 students; also the normal department of Ohio Wesleyan University, Delaware; the Western Reserve Normal School, Milan; Teachers' Seminary, Woodville; and Northern Ohio Normal College, Mansfield, formerly Mansfield Normal College.

For statistics of these and other normal schools reporting, see Table III of the appendix, and for a summary, a corresponding table in the report of the Commissioner preceding.

TEACHERS' INSTITUTES.

An institute may be held in any county if at least 30 resident common school teachers declare their intention to attend. Such institutes must be held not less than 4 days and a report of proceedings must be made to the commissioner of common schools within 30 days. Fees of 50 cents from each applicant for examination as a teacher are applied to the support of institutes. City districts, if they prefer, may retain in their own treasuries the fees collected, and with the amount hold a city district institute. Teachers of common schools in the county in which an institute is held may dismiss their schools to attend such institute, but union and graded schools may not be thus dismissed unless all the teachers are willing.

Institutes were held during 1883-'84 in all the counties but one, at a cost of \$22,147, the sessions lasting from 4 to 20 days and having an aggregate attendance of 12,270.

EDUCATIONAL JOURNALS.

The Ohio Educational Monthly, published now at Akron, is the oldest school journal in the State and one of the oldest in the United States, being in its thirty-third volume in 1884. It has been for many years the organ of the State Teachers' Association.

The National Normal Exponent, published mainly in the interest of the National Normal University, at Lebanon, appears monthly at Cincinnati and was in its eighth volume in 1884.

To these may well be added the *Vis-a-Vis*, an interesting weekly, edited and published at the Ohio State Institution for Deaf-Mutes, Columbus, which in June, 1884, was at the close of its sixth volume.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The high school statistics for 1883-'84 show an enrolment of 2,256 pupils in township high schools and 29,697 in city, village, and special district high schools, an increase of 3,343 over the preceding year. Of this number 13,985 were between the ages of 16 and 21 years. The average daily attendance of pupils in the township schools was 1,587, and in those of city, village, and special districts, 21,458, an increase of 2,460. The whole number of teachers in these schools was 600 men and 286 women, an increase of 65 men and 28 women. The average monthly salary of men in township high schools was increased from \$54 to \$62; that of women was reduced from \$37 to \$31. In city, village, and special district high schools the pay of men was increased from \$69 to \$70, while that of women was reduced from \$59 to \$57. The average number of weeks the high schools were in session in township districts was 26; in city, village, and special districts, 35. The high schools occupied 677 rooms during the year, an increase of 64.

OTHER SECONDARY SCHOOLS.

For statistics of private academic schools, preparatory schools, or preparatory departments of colleges, see Tables VI, VII, and IX, and for business colleges, Table IV of the appendix; for summaries of the same, corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Ohio State University*, founded on the congressional land grant of July, 1862, for the benefit of agriculture and the mechanic arts, provides 3 general courses of study, for the degrees of bachelor of arts, philosophy, and science, besides 4 special courses leading to the degrees of civil, mining, and mechanical engineer and bachelor of agriculture. The trustees in 1884 reported the university to be in a condition of healthy growth, and facilities for scientific and practical instruction were constantly increasing. During the year the various laboratories had received important additions, the library was enlarged, a new horticultural hall was completed, and the grounds were much improved. Young women are admitted on equal terms with men.

Of 34 colleges and universities, including the above, reporting to this Office for 1883 or 1884, all but 8 were open to both sexes; all but 1, the University of Cincinnati, offered preparatory training; all had classical courses of 4 years; nearly all, scientific courses, also of 4 years. Business instruction was provided by 9, and preparation for teaching, to a greater or less extent, by 17. Nearly all included some of the modern languages in their curricula and more than half the number gave instruction in music. Theological or biblical courses were offered by 13 and medical courses by 2.

The State superintendent, in his report for 1883-'84, gives statistics of 28 of these colleges, including National Normal University, showing an attendance in collegiate departments of 3,139 students (775 of them young women), of whom 930 were candidates for the degree of B. A., 432 for that of B. S., and 334 for that of PH. B.; a total expenditure for the year of \$140,244, of which \$141,283 were received from students; and property valued at \$6,823,595.

Eleven of the above institutions report a total of \$184,496 received during the year, most of it in cash, in gifts, or in bequests from friends. Of this amount, Buchtel College, Akron, received over \$3,000; Baldwin University, Berea, \$2,000 (besides 1,000 acres of land, not included in the above total); Hebrew Union College, Cincinnati, \$22,000; Adelbert College, Cleveland, \$500; Ohio Wesleyan University, Delaware, \$35,000 in cash and land, part of it for endowment of a professorship of experimental and practical religion; Mt. Union College, \$3,000; Muskingum College, New Concord, about \$1,000; Wittenberg College, Springfield, \$40,000 for a new building; Otterbein University, Westerville, \$35,000 to pay indebtedness and make improvements; University of Wooster, about \$7,800 to increase endowment, and Oberlin College \$30,000, of which \$6,000 were from Mr. David Whitcomb, of Worcester, Mass., to found scholarships for worthy and self-supporting young women. Other bequests were received by Oberlin recently, but it does not clearly appear from the report that they belonged to the year 1883-'84.

The courses of study in Hiram College were revised during 1882-'83 and made to accord with those prescribed by the Ohio College Association; the scientific course was discontinued and the former Latin-scientific course became a philosophical course.

Urbana University reports a school for girls, opened in 1881, embracing collegiate studies for advanced pupils.

For further statistics, see Table IX of the appendix, and for a summary, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the 26 institutions noted above which admit both sexes, 13 colleges and seminaries for young women report either for 1883 or 1884, of which 6 were authorized by law to confer collegiate degrees. For statistics, see Table VIII of the appendix, and for a summary, see the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific instruction is given in general scientific courses of study provided by nearly all the colleges of the State, including the State university; in the 4 technical courses of the university, and in the Ohio Mechanics' Institute, Cincinnati.

In the 4 technical courses of the *State university* students find opportunity to pursue studies in agriculture, veterinary science, horticulture, botany, civil and mechanical engineering, mining, and metallurgy, besides mathematics, drawing, German, French, and Latin. In recognition of its obligations to the agricultural interests of the State, the university has fixed its standard of admission so that students may enter from the better classes of common schools; it has provided thorough instruction in the branches of science on which agriculture depends, has established professorships of theoretical and applied agriculture and of horticulture and botany, and has instituted free courses of agricultural lectures for the farmers of the State.

The *Ohio Mechanics' Institute*, an evening school comprising in its curriculum mechanical, architectural, and artistic departments, has increased its number of sessions from 2 to 5 evenings in the week, and is thus able to give instruction to a much larger number than formerly, the enrolment in 1883-'84 reaching 428 against 364 the year previous.

For statistics of scientific schools reporting, see Table X of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction is given in regular courses by 13 institutions, some of them independent seminaries and others departments of colleges and universities; while a number of other colleges provide facilities for biblical study during the college course.

For statistics of these schools, see Table IX of the appendix, and for a summary of their statistics, see the report of the Commissioner preceding.

Legal instruction is provided in the Law School of the Cincinnati College, an institution organized in 1833 and meant to be a college of general academic instruction, but which, not having means to support a full college course, has limited its work to the law department. A course of 2 years, extending over 30 weeks each, is provided and diplomas are granted only after examination by a committee appointed by the supreme court of Ohio. The school has a carefully selected law library of 3,000 volumes, to which additions are made each year from an annual appropriation of \$1,500 for the purpose. For statistics, see Table XI of the appendix.

Medical training was given in 1883-'84 in 15 bona fide schools of medicine, of which 10 were "regular," 2 homœopathic, and 2 eclectic, as well as in one institution not recognized by the Illinois State board of health. The following are the "regular" institutions reporting: Medical College of Ohio, Cincinnati; medical department of Western Reserve University, Cleveland; Starling Medical College, Columbus; Cincinnati College of Medicine and Surgery; Miami Medical College, Cincinnati; medical department of the University of Wooster, Cleveland; Columbus Medical College; Toledo Medical College, and Northwestern Ohio Medical College, Toledo. The last two were reorganized in 1883; all the above but one (the Starling Medical College) require an examination for admission of applicants not graduates of college or some other approved literary institution; all make for graduation the requirement of 3 years of medical study, attendance on two annual lecture courses, the length of lecture term ranging from 5 to 6 months; 8 advise their students to take a regular graded course of three years; 1, the medical department of the University of Wooster, offers a graded course of 2 years, the Medical College of Ohio retaining the old 3-year course.

The two homœopathic institutions, the Homœopathic Hospital College, Cleveland, and Pulte Medical College, Cincinnati, require an examination for admission of all applicants who cannot prove their fitness to engage in medical study by showing a diploma from some literary institution, and require for graduation 3 years' study of medicine, including attendance on 2 lecture terms, the latter lasting 6 months in the

case of the first named and 5 months and 9 days in the last. Both recommend a 3-year graded course.

The Eclectic Medical Institute and the American Eclectic Medical College, both at Cincinnati, present the usual course of 3 years, including attendance on 2 lecture terms, these terms extending over 20 weeks in the case of the first named and only about 18 in the other, which lacks the recognition of the Illinois board of health. The first mentioned advises a graded course of 3 years and offers in a preliminary course of lectures opportunity for a review in all the branches of a good English education, although it is not distinctly stated that this knowledge is required for admission; the American Eclectic requires an examination of all not graduates of some approved literary institution.

For statistics of medical colleges reporting, see Table XIII of the appendix, and for a summary, see the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

TRAINING IN MUSIC.

The Cincinnati College of Music makes no special report to this Bureau for 1883 or 1884, but is understood to have continued in those years both its academic department and general music school, the former for those who desire to graduate or to pursue a definite course of study for some time, the latter for either general or special instruction in musical science and practice. A school of dramatic art is reported to have been also in contemplation.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Ohio Institution for the Education of the Deaf and Dumb*, Columbus (founded 1828), reported 505 different pupils in 1883, with an average daily attendance of 420. In 1884 there were 476, of whom 216 were girls. The school has 4 departments, academic, grammar, primary, and articulation, all under 25 instructors. Besides training in literature there is instruction in book-binding, carpentry, printing, and shoemaking. The general length of term is 7 years; the utmost limit of it, 10 years. Pupils must be residents of the State, be between the ages of 8 and 21, of good moral character, and of sound intellect. Total number who have received instruction since organization, 2,068; volumes in library, 2,000. The institution owns 10 acres of land, valued, with buildings, at \$750,000. State appropriation for the year, \$100,675; expenditure, \$95,301.

The *Cincinnati Day School for Deaf-Mutes*, in charge of the city board of education, had in 1882-'83 an enrolment of 26 and an average attendance of 23; in 1883-'84, an enrolment of 31, with an average attendance of 28, under 2 instructors. The full course covers 7 years.

The *Ohio Institution for the Education of the Blind*, Columbus, had in 1883-'84 an enrolment of 190 pupils. Instruction is given in common and higher English branches, in Latin, and in instrumental music. In the industrial department there is training in piano tuning, chair caning, broom making, sewing, knitting, and beadwork. This department in 1882-'83 made 455 dozen brooms, cane seated 284 chairs, and did about two hundred dollars' worth of piano tuning, besides other work.

EDUCATION OF THE FEEBLE-MINDED.

The Ohio Institution for the Feeble-Minded, Columbus, in 1882-'83 had 519 inmates, 23 officers and teachers, and 85 employes. In addition to learning common school studies, the boys keep up the current work of the farm, garden, and grounds. The girls are taught laundry work, sewing, and general housework.

INDUSTRIAL AND REFORMATORY TRAINING.

The Boys' Reform School, located on a farm of 1,210 acres, near Lancaster, undertakes the educational, moral, and industrial training of those committed to it. One half of each day is devoted to school work; the remainder, to industrial training and recreation. Instruction is given in vocal and instrumental music by experienced teachers. Great pains are taken to make all the instruction thorough and practical, so that pupils going out may enter school without hindrance or be fitted for self support. The institution was organized in 1858, since which time there had been 3,717 received up to 1883, of whom 460 remained. Number committed during the year, 178, the youngest 10 years of age and the oldest 19. Of these, 108 were white Americans, 23 colored, and the remaining 47 foreigners.

For statistics of reform and industrial schools reporting, see Tables XXI and XXII of the appendix, and for summaries of them, the report of the Commissioner preceding.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The Ohio Teachers' Association held its thirty-fourth annual meeting at Chautauqua, N. Y., July 3-5, 1883. The superintendents' section was called together by Superintendent R. McMillen. The president of the section, J. W. Dowd, of Toledo, delivered his inaugural address, after which papers were presented on "The legitimate duties of the school superintendent" and "The mission of the public school."

The general association was convened the second day, Chairman McMillen presiding. Mr. George W. Walker, president of the general association, in his inaugural address, called upon the officers and teachers to give more attention to health in the public schools, and said physiology and hygiene should constitute a part of every teacher's course, and that he should be required to pass an examination in these subjects. Among the matters discussed were the question whether the minimum of school age should be changed; whether there should be training schools for villages and townships; whether there is "a higher education," and "How far can our school system be called a machine?" The committee on a course of reading for teachers recommended a 4-year course, and a resolution was adopted that the association take steps to inaugurate among the teachers of Ohio an organization for reading and study, to be known as the Ohio Teachers' Reading Circle, said circle to be under the management of the State Teachers' Association. A committee chosen for the purpose reported resolutions recommending the association to choose a board of control consisting of 8 members, who should select a course of professional and literary reading, issue certificates of progress, and grant diplomas at the completion of the course. The resolutions were adopted and the president appointed the board, after which the association adjourned.

The thirty-fifth annual session of the association, held at Lakeside, Ohio, July 1-3, 1884, was one of the most successful meetings in its history. The attendance was not less than 500, membership tickets numbering 315. The superintendents' section was presided over by Superintendent R. McMillen, chairman of the executive committee. President Andrews delivered an inaugural address and the reading of papers on "How well is the average graduate prepared for life?" and "The old and new in education" followed.

In the general association President E. F. Moulton delivered the inaugural address. Among the subjects presented by others were "Every day difficulties in the school room," "The practical realization of the great end of education," "Ethics in the school room," "Music in the public schools," and "The value of literary culture to the teacher." E. A. Jones, secretary of the board of control of the Ohio Teachers' Reading Circle, stated the general object and special aims of the circle, as well as its plan of work. He reported over 2,000 members, the greater part of whom had completed the course prescribed for the first year.

CHIEF STATE SCHOOL OFFICER.

Hon. LE ROY D. BROWN, *State commissioner of common schools, Columbus.*

[Term, January 14, 1884, to January 14, 1887.]

OREGON.

STATISTICAL SUMMARY.

	1832-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth 4 to 20 years of age	69, 076	73, 867	4, 791	.....
Enrolled in public schools	37, 184	43, 157	5, 973	.....
Average daily attendance.....	26, 597	39, 512	12, 915	.....
Per cent. of enrolled to school youth..	53. 83	58. 43	4. 60	.....
Per cent. of attendance to school youth..	38. 50	53. 49	14. 99	.....
Attending private and church schools..	4, 452	5, 230	778	.....
Total enrolment, public and private..	41, 636	48, 387	6, 751	.....
Per cent. of whole enrolment to school youth.	60. 28	65. 51	5. 23	.....
Attending graded schools.....	5, 669	7, 489	1, 820	.....
Reported as in no school.....	20, 409	24, 372	3, 963	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Organized school districts	1, 131	1, 206	75	.....
Number of these reporting.....	1, 078	1, 146	68	.....
Graded schools reported	37	46	9	.....
State school-houses built in the year..	93	95	2	.....
State school-houses built previously..	1, 022	1, 074	52	.....
Whole number of State school-houses..	1, 115	1, 169	54	.....
Average time of schools, in days.....	86	90	4	.....
Private and church schools reported..	136	173	37	.....
Average time of such schools, in days..	74. 60	68. 20	.....	6. 40
TEACHERS.				
Men teaching in public schools.....	577	623	46	.....
Women teaching in public schools ...	586	913	327	.....
Wholenumber of public school teachers.	1, 163	1, 536	373	.....
Number of these in graded schools ...	115	143	28	.....
Teachers in private or church schools..	209	206	.....	3
FINANCIAL ITEMS.				
Expenditure for public schools.....	\$493, 483	\$478, 677	.....	\$14, 806
Valuation of public school property..	823, 410	1, 454, 506	\$631, 096	.....
Amount of State school fund.....	832, 522	1, 000, 000	167, 478	.....
Average pay of male teachers in State schools.	45 15	46 75	1 60	.....
Average pay of female teachers in State schools.	34 47	35 45	1 98	.....

a Several counties not reporting sex.

(From the report of Hon. B. McElroy, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The statistics as presented for the two years embraced in the State report show a large and well proportioned increase throughout, although there was a falling off in the school term and in expenditure in 1883-'84. Against an increase of only 4,791 in school youth in 1883-'84 enrolment increased by 5,973, the per cent. of enrolment

to school youth, 58.43, being a gain of 4.60. In average daily attendance the gain was greater, the increase here being 12,915, making the per cent. of attendance to enrolment 91.55, a gain of 20.03. The shadow across this picture of prosperity is the 24,372 youth of school age not in any school, but this figure is not large, due regard being had to the wide range of school age and the newly settled character of the State. To supply facilities for schooling there were added 75 new districts, 54 school buildings, 46 male and 327 female teachers, \$631,096 of school property, and \$167,478 to the State school fund.

The State superintendent says that the unsatisfactory results of schools planted in the remote parts of the State and the migratory character of the inhabitants, who move from point to point, have given rise to questions difficult of solution, but of great importance to the permanent school patrons and school officers of remote districts.

ADMINISTRATION.

For the general management of public schools there is a State superintendent of public instruction, elected quadrennially by the people; this officer, the governor, and the secretary of state constitute a State board of education. For counties there are county superintendents of common schools, elected biennially by the voters of the county; for districts, boards of 3 directors, chosen by the voters in the district for 3 years, with annual change of 1, and a district clerk, elected at the same time for 1 year.

District school boards receiving State school funds (which are apportioned on the basis of children of school age) must make report to their county superintendent by the first Monday in March of each year; the county superintendent, on the first Monday in April, to the State superintendent; and he, biennially to the legislature. Uniformity of text books is secured by the State superintendent, who sends to the county superintendents quadrennially a circular naming the required studies. Each county superintendent marks against each study the text book he prefers, and those called for by a majority of the superintendents are selected by the State board and authorized to be used 4 years. Any school district of 10,000 or more inhabitants may have one or more of its common schools taught in the German language on the petition of 100 qualified voters of the district. Widows with children to educate and owning taxable property in the district are entitled to vote at school meetings. Any qualified voter, male or female, is eligible to the office of school director. Sixty days or 12 school weeks constitute a quarter of a school year, making the full school year 240 days.

SCHOOL FINANCES.

The public schools are made free to all youth 4 to 20 years of age in the State through the proceeds of a State school fund, escheats and forfeitures, moneys paid for exemption from military duty, gifts, devises, and bequests for common school purposes, property granted to the State with no specified object, a county tax of 4 mills on \$1, and through a tax which district meetings, legally called, may levy on real and personal property in the district.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

Any city or incorporated town of 10,000 or more inhabitants may be organized into a district and elect a board of 3 or more directors, who may employ a superintendent, hire teachers, prescribe courses of study, improve the grading of schools when necessary, and create a board of examiners to test the qualifications of those to be employed as teachers in said schools. Schools supported by a tax on the district are free to all persons 6 to 21 residing therein, and persons from outside may be admitted on such terms as the district may direct.

SCHOOL OFFICERS OF PORTLAND.

Portland has a board of 5 directors, a school clerk, a city superintendent, and a board of examiners.

STATISTICS AND ADDITIONAL PARTICULARS.

For 1883-'84 the city report shows that in a population of 32,000 there were (including 223 Chinese) 6,523 of school age, for whom there were 71 school rooms. The enrolment, 3,864, was an increase of 381 over the last year, and there was an average daily attendance of 2,779. The enrolment was 59.24 per cent. of the school youth, and, with 592 in private and church schools, there were 68.01 per cent. of enumerated youth in school; while 71.88 per cent. of those enrolled were in average daily attendance. The schools were classed as high, grammar, and primary, and were taught by 72 teachers, including the superintendent. An evening school, for boys who are obliged to work during the day, was open 5 evenings a week for 3 months

during the winter, with an attendance of 25 to 30. The directors, within the 2 years included in their report, expended for sites and 3 new school buildings \$93,591, of which \$54,176 were for a brick high school building, the estimated cost of which, completed, was \$114,176.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR TEACHERS' CERTIFICATES.

Persons seeking employment in the public schools of the State must have certificates of qualification from the State board of education, a county superintendent, or a city board of examination.

The State board grants life diplomas, which entitle the holder to teach in any public school in the State during life; State diplomas, which entitle the holder to teach for 6 years; first grade State certificates, good in any county for 2 years; and second grade, good in any county for 6 months, these certificates being of the same force as those granted by the county superintendents.

Each county superintendent is required to examine, in the branches taught in the common schools, all applicants intending to teach in his county. He may issue only the 2 grades of certificates just mentioned.

STATE NORMAL TRAINING.

The *Oregon Normal School*, Monmouth, and the *Ashland College and Normal School*, Ashland, organized by the State in 1882, have courses of study covering apparently 3 years, though this is not made entirely clear at Monmouth, where there is an elementary course of 1 year and a regular course of 2 years, but no positive evidence that the two together constitute what is called in the State law "the required course." Men over 21 and women over 18 years of age, completing this required course in either school and passing an examination approved by the State board of education, receive a State diploma good for 6 years; and, if these years are spent in successful teaching in the State, may have a life diploma from the State board. The school at Monmouth graduated 1 person in 1882-'83 and 9 in 1883-'84; that at Ashland, apparently with a 3-year course, expected to graduate a class in 1884-'85.

The *University of Oregon*, Eugene, continued in 1882-'83 and 1883-'84 its 3-year normal course of English studies, and for the latter year reports a class of 28 against one of 10 the preceding year.

OTHER NORMAL TRAINING.

McMinnville College and *Willamette University* continue to offer normal instruction in well arranged courses, in the former of 2 years, in the latter of 3. *Santiam Academy*, Lebanon, and *Wasco Academy*, The Dalles, are said to offer like instruction.

TEACHERS' INSTITUTES.

The law requires the State superintendent to hold a teachers' institute in each judicial district in the State at least once a year, but makes no provision for them beyond the necessary travelling expenses of the superintendent.

During 1882-'83 and 1883-'84 one was held in each of the six districts, and in four of them two were apparently held. The work was done largely by the teachers of the counties where the institutes were held. Teachers in the public schools are required to attend at least one teachers' institute a year, held under authority of law in the counties where they reside; and school directors are urged to allow them a reasonable time for such attendance without deducting wages or requiring them to make up time so spent. For non-attendance without sufficient excuse the county superintendent may lower the grade or revoke the certificate of teachers.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

School districts with 1,000 persons of school age are required to maintain a high school for at least 6 months of the year, in which shall be taught, in addition to the common English branches, such others as the directors of the district may prescribe. The State report, as in preceding years, gives no information as to these schools. In the city of Portland the high school, in 1883-'84, enrolled 189, with an average daily attendance of 155. Its courses are English of 3 years and English-Latin and English-German of 4 years each. The graduating class numbered 24. The only case of discipline was 1 suspension.

OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools and preparatory departments of colleges reporting, see Tables VI and IX of appendix, and summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR BOTH SEXES.

The University of Oregon, Eugene City, still has 2 departments, the collegiate and English preparatory. The collegiate has 3 courses, classical and scientific, each of 4 years, and normal of 3 years, the scientific differing from the classical only in omitting Greek and substituting German for it. For those not fully prepared to enter either the classical or scientific course, there is a preparatory course of 2 years. The English preparatory department, with a course of 2 years, supplies the want felt at present of a suitable preparatory school in the State, and therefore may not be a permanent feature of the university. The report for 1883-'84 shows a faculty of 10 instructors, 213 students, and 25 collegiate graduates for 1883, including 9 normal students; also, a library of 1,200 volumes and property valued at \$77,000. Women are admitted on equal terms with men.

The State superintendent says that the general aim of the school, as determined by the faculty and the regents, constitutes a fairly comprehensive view of the field of letters, the policy being to elevate and enlarge the field of work until the school shall afford to young men and women facilities for graduation in any of the learned professions.

Of the other 9 institutions, the Pacific and Willamette Universities and Philomath College have ladies' courses of 3 to 4 years; Ashland, Christian, and Philomath Colleges and Willamette University show commercial courses, in the last of 2 years; Corvallis College, a school of history and literature; Ashland, a music course of 3 years; Blue Mountain and Willamette Universities, and Christian and Philomath Colleges, drawing and painting. All are open to young women.

For statistics of the above institutions, see Table IX of the appendix; for summaries of same, corresponding tables in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Willamette University continues its well organized woman's college, with a lady dean. For statistics of St. Helen's Hall for Girls, Portland, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Agricultural College of Oregon is organized in the school of agriculture in Corvallis College, Corvallis, where instruction is given in analysis of soils, manures, modes of drainage, methods of preparing farm buildings, stock raising, fruit culture, and, prospectively, the special geology of the State. In the school of engineering instruction is also given in drawing, descriptive geometry, and the general principles of civil engineering.

This school, says the State superintendent, is rapidly becoming one of the important agencies of the educational system. The character of the instruction given is annually better adapted to the general purposes of an agricultural school, so that its students shall become intelligent and progressive farmers, thoroughly prepared for the farm, the school room, and the management of farmers' institutes. A new building is to be erected on the agricultural farm.

For statistics, see Table X of the appendix.

PROFESSIONAL.

Theological.—The only information at hand in regard to theological instruction in the State is the announcement by Christian College that in 1883-'84 a department of biblical literature and exegesis would be opened, of which opening no report has reached this Office.

Legal.—Willamette University, Salem, in 1883-'84 presents, for the first time, a college of law, with a faculty of 5 professors, a 2-year course of study, and junior and senior classes, moot courts, &c. The studies are such as are common in good schools of law. The school year begins on the third Wednesday in September and ends on the third Wednesday in May, making but one term. No student is admitted for less than a year, and he must have studied law a year in some college or under a competent instructor. Students who have pursued the full course and passed final satisfactory examinations will receive the degree of LL. B. Arrangements will be made, it is hoped, for the admission of graduates to the bar of all the courts in the State without examination.

Medical.—The medical department of Willamette University, located at Portland, remains the only medical school in the State reporting in 1883-'84. The required course is 2 years of 20 weeks each. A 3-year graded course is recommended, but not required. Women are admitted on the same conditions as men. For admission, if

the applicant is not a graduate of some approved college, academy, or high school, an examination as to fitness for the study of medicine is required; for graduation, 3 years of study, 2 full courses of lectures, a course of practical anatomy, a thesis, and a final satisfactory examination.

For statistics, see Table XIII of the appendix.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Oregon School for Deaf-Mutes is under the direction of a board of 9 trustees, with 5 instructors. The sign system is used, though the lip reading system is to be gradually introduced, the experiment for the present being to unite the two. The ordinary English branches are taught in school. When organized, the industrial department will embrace shoemaking, carpentry, binding, printing, and sewing. The school property, including grounds, consists of a home building for the boys, one for the girls, and an educational building, the whole being valued at \$5,000. For statistics, see Table XVIII of the appendix.

EDUCATION OF THE BLIND.

This is but in its infancy in the State. At the biennial session of the legislature in 1882, an appropriation of \$8,000 was granted for the education of the blind for a term of 2 years, to be expended in accordance with an act passed in 1872. Under this provision the Oregon School for the Blind, Salem, was organized, April, 1883, with a faculty of 4 instructors, since which time it has been in regular session, except the usual vacations. It has adopted the New York point system as best adapted to the wants of the school. In the school the branches ordinarily taught in schools for the blind are adopted. The industrial department, to be fully organized, only needs the required tools and material, and, when furnished, the boys will be taught chair bottoming, shoemaking, basket work, broom making, cooperage, tailoring, carpet weaving, and brush making. The girls are already taught sewing, knitting, crotchet work, and the use of the sewing machine.

For statistics, see Table XIX of the appendix.

REFORMATORY TRAINING.

Mr. W. S. Ladd, a banker in Portland, was reported in 1882 as having given to the State \$20,000 for the erection of a reform school and offering to pay all expenses of maintaining it. No further information respecting his gift has reached this Bureau.

EDUCATIONAL CONVENTION.

OREGON STATE TEACHERS' ASSOCIATION.

This association held its annual session at Salem, June 30 to July 3, 1884, State Superintendent McElroy presiding. Besides the members present, of whom 180 were enrolled, there were lecturers and professors of colleges and universities in attendance. The session is said to have shown an increasing interest on the part of teachers and a fair progress in the educational forces of the State.

An address from Prof. F. A. E. Starr on "The teachers' ambition" opened the session. In this address it was urged that teachers must not doubt as to the ultimate results for which they are doing battle: they must be content to be patient toilers among the millions of mankind, animated by the consciousness of a noble calling. Rev. R. W. Hill followed with a paper on "The school in its relation to the future of the Republic." The common school, he said, is the creature of the State, and it is the imperative duty of the State to provide such education as will conduce to the welfare of the people and the perpetuity of its institutions; and the education given must be not in intelligence alone, but in intelligence allied to moral principle. Other topics discussed were "The relative value of discipline and instruction;" "Commercial education in public schools;" "Order and its relative importance in primary schools;" "Relation of the teacher to the moral training of his school." As to this last Rev. Mr. Spriggs said that there were difficulties connected with the teaching of morals in schools. When morality is mentioned many think of religion, and thus make trouble for the teacher. His idea was that moral training must be kept apart from any special system of religion. As mutual relations exist in the school, we cannot keep from teaching morality, but it must be taught as influencing these mutual relations and as a sweetener and purifier of the intercourse of life. President E. C. Anderson, of McMinnville College, read a lecture on "Home happiness, the prime aim in education," in which he said that a happy home is a Mecca to which all the weary travelers of earth must turn. The comparative merits of mixed and fully graded schools were discussed, with some difference of opinion. Mr. H. O. Hutchinson considered the graded system a saving of time and trouble. Examination in graded schools

means promotion it is an incentive to study, and is favorable to progress as pushing toward the higher grades. All common schools may have rules of gradation by laying off work regularly for every study. The discussion of the question "Are public examinations and exhibitions advisable?" developed a difference of opinion, the affirmative prevailing.

"Character the end of education" was next presented in an address by Prof. J. L. Gilbert, who said that thoughts are seed germs that produce action; that this action blooms into habit and ripens into character, either good or evil. Education is the systematic process of training the growing mind toward the pleasure giving power of spontaneous, unselfish improvement. "Public schools and their relation to colleges" was presented in a lecture by Prof. Joseph Marsh, of the Pacific University, in which he said that the duty of the State to the citizen may be broadly expressed in one phrase, "the securing of opportunity for right action;" that the training of the mental and moral powers is of far greater value than the amusement of youth or the acquisition of wealth; and that position, influence, and honor, to be real and permanent, must have a foundation in grand and clear purposes, sound and well developed judgment, and well established views and principles.

"Modern history from a geographical standpoint" was considered; after which came the closing lecture, on "Elementary instruction in the principles of civil government," by President J. F. Ellis, of the Pacific University, in which he said: "Let the common schools but drill our youth faithfully, and we can stand against the world." Popular government must have a basis of popular intelligence or it cannot stand.

CHIEF STATE SCHOOL OFFICER.

Hon. E. B. McELROY, *State superintendent of public instruction, Salem.*

[Term, September 11, 1882, to January 1, 1887.]¹

¹ The regular term is 4 years, but in 1882 the terms of governor and other State officers were so changed by the legislature as to make them begin January 1 instead of September 11. Hence the present incumbents have a little longer term.

PENNSYLVANIA.

SUMMARY OF EDUCATIONAL STATISTICS.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)	a1, 422, 377	a1, 422, 377	.....	.....
Enrolled in public schools	957, 680	966, 039	8, 359	.....
Per cent. of this to school youth ..	67. 33	67. 92	. 59	.....
Average attendance	626, 268	635, 678	9, 410	.....
Per cent. of this to enrolment	65. 39	65. 80	. 41	.....
Per cent. of this to school youth ..	44. 03	44. 69	. 66	.....
Pupils in private and church schools.	b33, 687	b31, 100	.....	2, 527
Per cent. of all pupils to school youth.	69. 69	70. 11	. 42	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	2, 227	2, 241	14	.....
Free schools in these districts	19, 542	19, 919	377	.....
Number of free schools graded	7, 897	8, 345	448	.....
Schools with Bible reading c	14, 273	14, 376	103	.....
Schools that teach drawing c	5, 195	5, 679	484	.....
Schools that teach vocal music c ..	4, 588	5, 255	667	.....
Schools teaching higher branches c.	2, 222	2, 306	84	.....
Schools with uniform text books c ..	15, 320	16, 140	820	.....
Schools for colored youth only c ..	48	47	.....	1
Districts with school libraries c ..	195	198	3	.....
School-houses for free schools c	13, 089	13, 246	157	.....
School-houses rated as first class c ..	3, 594	4, 043	449	.....
School-houses built in the year c ..	453	445	.....	8
Average time of schools, in days	154	148½	.....	5½
TEACHERS.				
Men teaching in public schools	8, 600	8, 559	.....	41
Women teaching in public schools ..	13, 414	13, 905	491	.....
Whole number of teachers	22, 014	22, 464	450	.....
Number employed more than 5 years.	7, 077	7, 733	656	.....
Number employed less than a year.	1, 965	1, 870	.....	95
Graduates of State normal schools ..	1, 149	1, 310	161	.....
Attended State normal schools	3, 716	3, 810	94	.....
In private and church schools	1, 100	1, 551	451	.....
FINANCIAL STATISTICS.				
Whole public school expenditure	\$9, 335, 360	\$9, 545, 638	\$210, 278	.....
State appropriation toward this	1, 000, 000	1, 000, 000	.....	.....
Valuation of public school property.	30, 199, 636	31, 886, 098	1, 686, 462	.....
Average monthly pay of male teachers.	37 03	38 47	1 44	.....
Average monthly pay of women	30 05	29 39	.....	\$0 66

a United States Census of 1880, Pennsylvania taking no census of school children.

b These include academic as well as lower grade schools.

c Not including Philadelphia.

(From reports of Hon. E. E. Higbee, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The figures in the statistical table show progress in almost every particular. As the State takes no census of its school youth, there is nothing to show the increase of such youth since the United States Census of 1880. There is, however, an increase of 8,359 in enrolment over 1882-'83, with a more significant increase of 9,419 in average daily attendance. There is further indication of progress in the increase of 14 new school districts, of 377 free schools, of 157 free school-houses, of 450 teachers, of \$210,278 in expenditure for public schools, and of \$1,686,462 in value of school property. The improvement in the character of the schools is seen in more graded schools, more that teach drawing, vocal music, and the higher branches, and more with uniform text books, while improved accommodations are shown by more school-houses rated as first class, and better instruction by more teachers who were graduates of normal schools and more who have been employed beyond 5 years. The superintendent says that every reasonable effort has been made to increase the interest of the people in education, to bring before directors the responsibility of their office, and to induce teachers to seek a higher standard of preparation for their profession. But much, he thinks, remains to be done, as there are houses in the State used for school purposes into which no law should require a well mannered youth to go, and all such ought to be removed and better ones substituted for them. More and larger normal schools are also needed to supply qualified teachers, while those that exist should be so identified with the public school system as to share in the common school fund. An extension of the school term is also urged, as in many sections of the State it is now only 5 or 6 months of the year, with change of teacher nearly every term. An enlargement of county supervision is another want. Many counties have become so populous as to have outgrown the old system of inspection. While accomplishing all it can, it is still insufficient to make itself properly felt over a range of districts where 300 or 400 teachers are employed. The number of children out of school, as in nearly all the States, presents a serious and difficult question. In the matter of school books a uniformity established by law would seem to afford the only solution of the question.

ADMINISTRATION.

The public schools of the State are under the supervision of a State superintendent of public instruction appointed for 4-year terms by the governor with the consent of the senate. The superintendent may appoint a deputy. Local supervision is through a county superintendent for each county, elected by the school directors of the county, and through school directors in independent school districts in the county, 6 for each district, elected for 3 years by the qualified voters. Women are eligible to all school offices. In consolidated districts (cities or boroughs) there are directors in each ward to look after school property and buildings and the collection and disbursement of taxes in that ward, with a board of controllers, composed of all these directors, for other school matters of the city or borough. Directors and controllers must provide a sufficient number of schools for the free education of all youth 6-21 years of age, without regard to race or color. The State also provides for the free instruction of the deaf, dumb, blind, and feeble-minded. The sessions of schools must cover at least 5 months annually to entitle districts to their share of the appropriation. It is the duty of directors to establish night schools in cities and towns where there are sufficient youth needing instruction in them to warrant such schools. Half time schools are also permitted in cases where children cannot attend the whole time. Teachers must have certificates of qualification from the proper school officer, for which, see Preparation and Qualifications of Teachers, further on. They must also report monthly to the directors under whom they serve; these directors, annually to their county superintendent; he, to the State superintendent, and he, in turn, to the legislature.

The school month is 22 days, 2 of which days may be devoted to institutes for improvement of the teachers.

SCHOOL FINANCES.

To support the school system the State appropriates annually \$1,000,000 and authorizes in each school district the levy of an annual tax not to exceed 13 mills on the dollar for instruction and as much more for buildings. Fines and forfeitures are applied to school purposes. The amount of State appropriation due each district is based upon the number of taxpayers, as certified by the county commissioners at each triennial assessment.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

Philadelphia and Pittsburgh, under special laws, have boards of education which do not include the ward boards.

School districts composed of cities or boroughs have boards of directors, usually of three for each ward, and may have a superintendent where there is a population of over 7,000 inhabitants.

STATISTICS. *a*

1882-'83.

Cities.	Population, census of 1880.	Public schools.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Allegheny.....	78,682	213	10,338	8,876	215	\$252,840
Allentown.....	18,063	58	3,658	2,682	61	113,146
Altoona.....	19,710	54	3,246	2,654	56	67,231
Bradford.....	9,197	21	1,743	1,680	35	30,449
Carbondale.....	7,714	24	1,794	1,008	26	12,679
Chester.....	14,997	51	2,755	1,763	55	33,450
Columbia.....	8,812	22	1,515	1,077	24	13,361
Danville.....	8,346	27	1,757	1,155	28	11,154
Easton.....	11,924	44	2,294	1,773	51	35,439
Erie.....	27,737	105	4,720	3,372	105	90,866
Harrisburg.....	30,762	97	6,124	3,982	113	95,593
Johnstown.....	8,380	29	1,726	1,224	30	18,745
Lancaster.....	25,769	72	3,928	2,770	73	67,849
Lebanon.....	8,778	30	1,642	1,135	30	16,074
McKeesport.....	8,212	25	1,719	1,129	25	17,405
Meadville.....	8,860	36	1,800	1,356	36	23,785
New Castle.....	8,418	29	1,848	1,292	34	20,382
Norristown.....	13,063	43	2,291	1,677	44	34,548
Philadelphia.....	847,170	2,139	5105,424	93,894	2,139	1,829,158
Pittsburgh.....	156,389	492	25,758	17,865	492	558,100
Pottsville.....	13,253	51	2,654	1,901	51	34,297
Reading.....	43,278	147	8,221	5,756	154	120,125
Scranton.....	45,850	90	8,857	6,184	212	111,838
Shamokin.....	8,184	23	1,932	1,213	30	23,315
Shenandoah.....	10,147	31	2,311	1,347	31	24,908
Titusville.....	9,046	26	1,771	1,297	32	21,452
Wilkes-Barre.....	23,339	76	4,917	3,007	79	55,872
Williamsport.....	18,934	69	3,488	2,294	68	45,947
York.....	13,940	52	2,559	1,838	52	43,167

1883-'84.

Cities.	Population, census of 1880.	Public schools.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Allegheny.....	78,682	224	10,781	9,311	226	311,259
Allentown.....	18,063	59	3,785	2,626	60	78,247
Altoona.....	19,710	57	3,459	2,837	59	42,567
Bradford.....	9,197	22	1,929	1,166	38	56,626
Carbondale.....	7,714	23	1,657	1,113	24	12,007
Chester.....	14,997	51	2,668	1,764	51	33,776
Columbia.....	8,812	23	1,630	1,183	27	19,503
Danville.....	8,346	28	1,699	1,182	29	16,193
Easton.....	11,924	49	2,311	1,725	52	52,574
Erie.....	27,737	110	4,950	3,418	110	81,592
Harrisburg.....	30,762	103	6,121	4,028	115	95,367
Johnstown.....	8,380	31	1,707	1,262	33	31,361
Lancaster.....	25,769	73	3,932	2,657	74	53,558
Lebanon.....	8,778	31	1,635	1,277	31	21,328
McKeesport.....	8,212	29	1,820	1,215	33	25,562
Meadville.....	8,860	37	1,780	1,276	37	29,547
New Castle.....	8,418	28	1,815	1,354	32	21,143
Norristown.....	13,063	43	2,330	1,618	44	37,434
Philadelphia.....	847,170	2,139	51,054	93,894	2,139	1,829,158
Pittsburgh.....	156,389	492	25,758	17,865	492	558,100
Pottsville.....	13,253	51	2,614	1,889	51	34,481
Reading.....	43,278	146	6,806	5,775	157	116,582
Scranton.....	45,850	92	9,739	6,826	237	160,445
Shamokin.....	8,184	28	2,072	1,416	30	17,713
Shenandoah.....	10,147	29	2,226	1,337	29	20,582
Titusville.....	9,046	26	1,658	1,246	33	28,539
Wilkes-Barre.....	23,339	78	5,254	3,325	79	66,542
Williamsport.....	18,934	70	3,755	2,518	68	44,359
York.....	13,940	54	2,468	1,794	54	48,228

a Pennsylvania takes no census of children of school age, hence these are not given.

b This is the estimated number of different pupils enrolled. The whole number, including duplicates, was 175,273. State Rep. p. xvi.

ADDITIONAL PARTICULARS.

Allegheny for 1882-'83 reported its school-houses generally in good condition, and one building erected containing 8 rooms, making in all 235 rooms for study and recita-

tion in 1883-'84. The schools are primary, grammar, high, and evening. Drawing, vocal music, penmanship, and physical culture are taught by the regular teachers.

In 1883-'84 there was an increase in enrolment, in average daily attendance, in the number of schools, and in teachers. The schools were taught 10 months, 2 new buildings being apparently added to that above reported, while a third was in process of erection, on the completion of which there would not be an old one left occupied. A quarterly institute, with an evening and a morning session, helps to improve the teachers. School property was valued at \$994,336. Enrolment in private and church schools, 1,500.

Allentown for 1883-'84 reported 59 schools in 10 buildings, with accommodations for 3,495 pupils. The day schools were in session 193½ days, and evening schools were opened for the first time, enrolling about 170 pupils. A high school library of about 400 volumes was secured by special effort, and several of the teachers began the formation of school cabinets representing the animal, vegetable, and mineral kingdoms. There was an increase in public school enrolment and in attendance. Valuation of school property, \$460,000. Enrolment in private schools, 200.

Altoona, in the same year, enrolled 3,375 youth between the ages of 6 and 16 and 84 over 16, and had 1,000 in private schools. The schools were in session 192 days in 57 rooms, with 3,447 sittings. The accommodations in 1882-'83 were so short of the needs of the school population that several schools were obliged to hold only half day sessions to admit a double number daily, till a new building, in process of erection, was completed. This gave 13 additional rooms, but even then a church building had to be rented and preparations made for further building for use in 1884-'85.

Bradford reports for 1883-'84 a substantial increase of school population, enrolment, and average attendance, the erection of a 7-room building, and the renting of another. Among new features introduced during the year was a systematic study of natural philosophy and chemistry in the eighth grade, with satisfactory results. Another was the opening of a public school library of nearly 1,300 volumes, obtained by voluntary subscriptions. Still another was the establishing of a printing department, at a cost of about \$260. All blank forms used in the library and schools and much supplemental reading matter are now printed, all work being done by the pupils under the supervision of an amateur printer. The average length of school time was 10 months.

Carbondale shows advance in 1883-'84. A new series of regulations for the government of the schools is said to have had a decidedly beneficial effect, while a simplification of the course made the teachers' work both more clear and more efficient. A slight decrease was noted in enrolment, but there was an increase in average attendance.

Chester had for its 2,675 enrolled pupils 10 school-houses, with 52 rooms and 2,356 sittings, and supplied all needed books for pupils' use, as in five preceding years, finding this plan economical and satisfactory. School property increased from \$111,000 to \$125,000. The schools were taught 196 days in the year, by 51 teachers, 30 of them graduates from the Chester High School, which is made to some extent a training school for teachers. Estimated enrolment in private schools, 700.

Columbia had 1 more school in 1883-'84 and an increase in enrolment and in average daily attendance, with 3 more teachers. The endeavor is made to teach words effectually by having pupils carefully observe their forms, and to teach arithmetic by developing the power of concentrating attention. Morals, but not religion, enter into the instruction given.

Danville, in 1883-'84, kept its schools open 8½ months; they were taught by 4 men and 25 women. A small decrease in enrolment and a slight increase in attendance were reported, and the receipts exceeded the expenditures by \$1,716.

The *Easton* superintendent of public schools (William W. Cottingham; said, in a letter from that place, to have been longer continuously in one school office than any one else in the United States) reports for 1883-'84 evidence of growth and progress in all the public school departments. He says that during the last 30 years one new school-house has been built in the district, on an average, every 4 years, at an outlay, in the aggregate, of nearly \$180,000. School property was valued in 1883-'84 at \$222,000. A weekly gathering of teachers for institute work was regularly maintained throughout the school year and was well attended, papers being read on topics of practical school interest, with subsequent discussions. A normal class, composed of 19 graduates of the high school, was enrolled as a quasi part of the institute, with great advantage. A special course of instruction on the theory of teaching was given this class by the city superintendent.

Erie reports a carefully revised course of study for 1883-'84, making the use of the English language prominent in the lower grades, where a specially qualified teacher was made superintendent of primary instruction. A training class was established in connection with the high school at the beginning of the school year, enrolling 14 during the year. The study of German was pursued in all the schools by over 95 per cent. of the pupils in this year, under 10 special teachers. A special school for instruction in mechanical drawing was organized in January, 1884, to be opened day

and evening to the pupils of the grammar grades and to men and boys employed in shops. Teachers' institutes were held throughout the year, with efforts to get rid of rote work and to cultivate individual observation, thinking, and expression.

Harrisburg reports for 1883-'84 gradual but sure progress in its public schools, with an increase in numbers, interest, and efficiency. The schools (6 of them for colored children) were taught 198 days in 23 buildings, with accommodations for 5,870 pupils and, it is said, with much improved school apparatus, such as outline maps, charts, dictionaries, and pronouncing gazetteers. Mechanical drawing was taught in the boys' intermediate, grammar, and high schools and industrial drawing in the girls' high school by special teachers, with very satisfactory results. In other grades, containing a much larger number of pupils, drawing was taught by the regular teachers. Music is also taught in all grades below the high school.

Johnstown reports 1883-'84 to have been a year of progress in attendance, of greater thoroughness in instruction, and of more efficient working in the entire educational system. A slight decrease in enrolment was noted, with an increase of 2 per cent. in daily attendance. A new brick building, containing 8 rooms, well ventilated, was erected at a cost of \$24,000. The city is thus amply provided with school accommodations. There were 4 institutes held during the year for the benefit of the teachers, with perfect attendance and gratifying results. A new system of drawing awakened renewed interest in the study and brought about a great improvement in the quality of the work done. Of the teachers in the schools, 6 were graduates of the high school.

Lancaster, for 1883-'84, reports a slight increase in enrolment, a falling off in the average daily attendance, a new school building erected, and 2 more normally trained teachers employed, making 4 such in all. Each of the professors of Franklin and Marshall College, adjoining the city, kindly gave the members of the high school a monthly lecture on some subject akin to the studies pursued in the school. Within the last 4 years, 6 new school-houses have been built, with all necessary light, ventilation, and apparatus, many of the teachers furnishing this last themselves. The same spirit of improvement has prompted some of them to form a collection of books for a school library, others making arrangements for a supply from the public libraries.

Lebanon, in 1883-'84, had a small decrease in enrolment, with an increase of 142 in daily attendance. The schools were taught 187 days in 8 buildings, with 31 rooms for study. The estimated number enrolled in private schools was 400, which, added to the enrolment in public schools, makes 2,035, leaving only 100 youth 6 to 21 years of age not attending any school. Valuation of all school property for 1883-'84 was \$84,000.

McKeesport had 4 school buildings, with 1,560 sittings for study, valued at \$75,000. The schools were taught 163 days by 2 men and 31 women. Estimated enrolment in private and church schools, 300.

Mahanoy City reports a success, after several years of effort, in the establishment of a systematic course of oral instruction in object lessons, awakening interest and thought in both teacher and pupil and doing much to relieve the monotony of school life. There were 13 graduates from its high school at the close of the spring session of 1884, each graduate that reached 75 per cent. on an average in the final examinations receiving a diploma showing the percentage made in each branch.

Meadville reports the year 1883-'84 one of unusual activity and progress in school work, under the influences of the "new education." Weekly teachers' institutes were held. The daily composition work, suggested by pictures sketched upon the blackboard and drawn from familiar objects and subjects, is said to have greatly stimulated literary taste and readiness of expression in the children. Letter writing and business forms also received attention. Music, drawing, and penmanship were taught, but no special teachers were employed. Estimated private school enrolment, 210.

New Castle reports for 1883 and 1884 a great improvement in educational affairs, secured by the united efforts of the school officers, patrons, and teachers. During the past two years the schools have reached a high standard. The salaries of teachers have been increased and the result has been that the services of a large number of certificated teachers were secured. Of the 32 employed, all but 3 have had five or more years of experience, while some have taught continuously for ten or twelve years.

Norristown classes its schools as primary, secondary, grammar, and high, the entire system covering eleven years. The attendance in 1883-'84 was 2 per cent. more than in the preceding year and is said to have been the fullest ever secured, partly, it would seem, from the fact that there are many experienced and progressive teachers and partly from the fact that object teaching is attended to in the primary grades and very naturally interests the children. Institutes for improvement of the teachers were held semi-monthly, with efforts to make them as practical as possible by discussion of subjects bearing on current work. Truancy in the schools is limited to a

small number. Valuation of all school property, \$158,600. Enrolment in private schools, 300.

Philadelphia, in 1883, had, for the first time, a superintendent for its schools, who estimated its youth between 6 and 16 (the legal school age for the city) to be 160,000 and those 6 to 21 (the legal school age for the State) to be 250,000, no census being taken. The enrolment in the public schools was 90,000 of those 6 to 16 years of age and 15,424 of those between 16 and 21. It is estimated that there were 18,000 in private and church schools,¹ making, in all, 123,424 under school instruction and leaving 36,576 as the estimated number between 6 and 16 not attending any day school. The city system includes primary, secondary, grammar, high, normal, and evening schools. Vocal music, drawing, and penmanship are taught and physical training is strongly recommended, but no special teachers are employed for these branches. The schools were in session 205 days in 284 buildings, with 2,475 rooms for study and recitation. The evening schools used 344 rooms in 47 of the day school buildings and had a total enrolment of 12,590 pupils, with an average attendance of about 3,000 males and 990 females. In the day schools, 82 men and 2,086 women teachers were employed, at an average monthly salary of \$117 for the men and \$41 for the women. Estimated value of all public school property, \$6,934,789.

The change from almost utter lack of direction to the skillful supervision of all the schools by a superintendent and four assistant superintendents was accomplished, at the opening of the school year, with much less friction than might have been expected, and has abundantly justified itself by excellent results. Superintendent MacAlister has evidently secured the hearty coöperation of the city school authorities, and, working with judicious caution, has been enabled to reduce to fair proportions a greatly overloaded city school course, to make the nominal supervising principalships something of a reality, to introduce the Boston adjuncts of sewing for the girls and tool work for a portion of the boys, and to bring the teachers into full harmony with the somewhat changed system by a series of conferences with them.

Pittsburgh shows for 1883-'84 an increase of attendance which, the superintendent says, has more than kept pace with the increase in school population. Of the improvement in school accommodations, he says the Riverside district completed one of the finest 8-room buildings in the State; 2 others of 6 rooms each were in process of erection; another, of 15 rooms and an audience hall, was in preparation for the fall session; and one was enlarged by the addition of a third story—making, in all, 56 buildings, valued, with grounds and apparatus, at \$2,000,000. The schools were classed as primary, grammar, high, normal, and evening. The day schools were taught 10 months in the year. The average monthly salary of men teaching was \$130; of women, \$50. An increase of 1,726 in enrolment is noted and of 1,122 in average attendance. Evening schools were open 60 nights, with an enrolment of 2,404 boys and 204 girls. Average attendance of boys, 677; of girls, 73. Cost per pupil, based on average attendance for term of 60 evenings, \$5.22.

For Kindergärten in and near the city, see Tables III and V of appendix.

Pottsville occupied a part of its school term in 1883-'84 with an examination of the eyes of pupils, to determine, if possible, whether school work under fair conditions is injurious to fairly clear vision. The result was a satisfactory demonstration of good condition of the eyes in a very great majority of cases. Out of 1,895 pupils examined, 1,346 were found to see well with both eyes and with each, 1,619 were in fair normal condition with both eyes, and 276 or about 14 per cent. were more or less defective. This is considered a very fair showing for a city in the heart of the coal mining region, where eyes are frequently exposed to injury from dust as well as from the effect of using them in study.

Reading for 1883-'84 reported the entire school population receiving school instruction. The schools were taught 220 days in 26 buildings, with 146 rooms and 7,750 sittings for study. School property was valued at \$318,300. The course of study, which had been somewhat undefined, was carefully revised; the foundation of a teachers' library was laid by adding works on pedagogics to about 400 volumes of a general character; and a new building, said to be very complete, was erected during the year for the boys' high school, at a cost of \$64,600.

Scranton had 2 school buildings erected during 1883-'84, 1 enlarged, and others remodelled in accordance with school needs. Further school accommodations were required, and the board of control was about to erect two buildings, each to contain 300 sittings. A substantial increase was noted in enrolment and attendance. The corps of teachers for the year included 10 graduates from State normal schools, 5 college graduates, 52 graduates from the Scranton High School, and 2 seminary graduates. Schools were in session 10 months. An oral class for the instruction of deaf-mutes, under the control of the city board and taught by a special teacher, was organized at the beginning of the school year, numbering 20 pupils. City teachers' institutes were held throughout both 1882-'83 and 1883-'84, with their usual good results, and a county institute in November, 1883, was attended by all the teachers of the city.

¹ Some of these were Kindergärten, for which, see Tables III and V. of appendix.

Shamokin for 1883-'84 reported 23 schools, with an enrolment increased during the year by 140 and average daily attendance by 203. Semimonthly institutes and weekly grade meetings were maintained and attended. Vocal music was made a regular study in the schools, and a special teacher was appointed to instruct the regular teachers in giving instruction in this study. Corporal punishment was prohibited in all the schools.

Shenandoah, in the same year, had 5 school buildings, with 26 rooms and 2,010 sittings, valued at \$63,000. The schools were closed 27 days earlier than usual because of the prevalence of small-pox, leaving only 159 days of actual school work; still, there was but a small decrease in enrolment and average daily attendance for the year. Music and drawing were taught by a special teacher. Of the 29 teachers employed, 24 held diplomas from State normal schools; the remaining 5, permanent certificates or diplomas from other institutions. The superintendent recommends the employment of experienced teachers, even if high salaries must be paid to secure their services.

Titusville, in 1883-'84, taught its schools 190 days, and had 3 special teachers for music, drawing, and French and German, and 1 regular teacher for an evening school. Penmanship reached a higher standard than ever before. Enrolment in private schools, 450.

Wilkes-Barre, in 16 school buildings, with 73 rooms for study and recitation, kept its schools in session 10 months, securing an increase in enrolment and attendance. Evening schools, occupying public school buildings, were maintained in each of the 3 city districts.

Williamsport, in 1883-'84, had 25 school buildings, with 58 rooms and accommodations for 3,515 pupils. Public schools were in session 185 days and had an increased enrolment and attendance. Private schools enrolled 1,300. Night schools were organized, but were not a success. In the last nine years the number of schools has increased from 47 to 63, and the average number of pupils enrolled is now 53 to each teacher. All buildings used for school purposes are owned by the district, except one. Of the 68 teachers only 2 were inexperienced and these were graduates from the city high school. A public school library numbers over 1,000 volumes, the books said to be well selected, for which \$381 were expended during the year. Public school property was valued at \$150,990.

York enrolled 2,400 youth between the ages of 6 and 16 years and 68 over 16, a slight decrease from the number in 1882-'83. Schools were taught 9 months, in 11 buildings, containing 48 rooms, with 2,650 sittings. Private schools were conducted in 3 rooms, with 350 sittings, and had an enrolment of 300 pupils. Valuation of public school property, \$150,000. A separate school for colored children was maintained.

KINDERGÄRTEN.

For information as to a number of these important means of early training for young children, see Table V of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding. Some that are engaged in normal training may be found in Table III.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR TEACHERS' CERTIFICATES.

Teachers must have certificates of qualification from some recognized school officer, such as a county, borough, or city superintendent or principal of a State normal school, which certificates must specify the branches the applicant has been found qualified to teach and the degree of efficiency shown in each. These certificates may be either provisional or professional, the former being given to applicants who show a fair knowledge of the common school branches of study, or to those who prove a thorough knowledge of these but have had little or no experience in teaching; the latter limited to those only who, in addition to thorough knowledge of the required branches, can prove successful experience in teaching.

STATE NORMAL TRAINING.

The 10 State normal schools, at Bloomsburg, California, Edinboro', Indiana, Kutztown, Lock Haven, Mansfield, Millersville, Shippensburg, and Westchester, are only in part sustained by the State, the appropriation for 1883-'84 being \$10,000 for each of 5 and \$5,000 for each of the others. The course of normal training covers from 2 to 4 years, according to the position sought. Graduates receive certificates of qualification, which authorize them to teach in the common schools of the State without further examination. The whole attendance for the year was 4,656; of normal students, 3,405, 1,764 of them young men and 1,641 young women. Elementary, scientific, and classical studies are pursued and all have model schools, with a total attendance of 1,249 pupils. Value of the entire school property, \$1,511,900; income for the year, \$392,206; expenditure, \$371,198.

OTHER NORMAL TRAINING.

The *Normal School for Girls*, Philadelphia, has a 4-year course. The normal pupils must attend the fourth year, to qualify themselves and show by actual work in the school of practice that they are fitted to do good service as teachers. Graduates from this course are awarded certificates that entitle them to teach in the public schools of the city without further examination. Whole enrolment for 1883, 1,025; average attendance, 1,001.

The *Central High School*, for boys, in the same city, has a 4-year normal course, from which 25 young men graduated and received teachers' certificates during the year.

Chester is reported in 1883-'84 to have used its high schools as a means of training pupils for teaching.

Easton showed a normal class of 19 graduates of its high school in the same year.

Pittsburgh has a normal department in its public schools, which requires 2 years of preparatory study for admission; then, apparently, a year of attention to the branches to be taught and to methods of teaching. This had, in 1882-'83, 51 normal pupils, under 5 instructors. Graduates of the year, 23.

Most of the cities and boroughs report in 1883-'84 meetings of teachers for educational readings and discussions of educational topics and methods, substantially equivalent to normal classes.

The *Normal College*, Huntingdon, has a normal English course of 3 years, the first of which is preparatory and answers to the elementary course of the State normal schools. Lectures on teaching enter into the first and second years and the science of teaching and review of studies into the third. Normal students in 1883-'84, 21; graduates from the normal course in 1883, 6.

Lycoming County Normal School, Muncy, in 1883-'84, had 151 pupils in its normal department, which includes preparatory, junior, and senior years. This department is under the supervision of the county superintendent, and the students are required, in the 2 years of normal training, to take a course in the theory and practice of teaching. A model school of 50 pupils is connected with the department.

The following colleges offer normal instruction: *Westminster College*, New Wilmington, in a summer institute, which, in 1883, covered about 5 weeks and had 32 normal students in attendance, 13 of them collegiate; *Swarthmore College*, Swarthmore, which has a 2-year course in principles and methods of teaching and school government and in the science of education; and *Ursinus College*, Freeland, where also there is a 2-year course, under a special professor, in the science and art of teaching.

Pine Grove Normal Academy, Grove City, presents a 4-year course of study. Classes are organized each term in theory of teaching and methods of instruction. Number of students in normal classes not given.

The *Institute for Colored Youth*, Philadelphia, has a high school course covering 4 years, the 3 higher classes of which are instructed in the theory and practice of teaching and take part in the instruction of the preparatory departments, one of which is for boys and one for girls.

Four private training schools for Kindergartners appear in Philadelphia in 1883-'84, namely, the *Froebel Training School for Kindergartners*, under Miss M. L. Morrison; the *Philadelphia Training School for Kindergartners*, Mrs. M. L. Van Kirk; the *Centennial Kindergarten Training School for Teachers*, under Miss Ruth R. Burritt, and the *Kindergarten Training Class*, in charge of Ann W. Barnard, West Philadelphia. For statistics and other information respecting these, see Table III of the appendix.

The *Normal Training School for Teachers of the Oral Method*, connected with the Pennsylvania Institution for the Deaf and Dumb, offers a course of instruction covering 6 months, and graduates are prepared to teach lip reading to the deaf, a correct articulation to the semi-deaf, and to improve the more or less imperfect articulation of the semi-mute.

TEACHERS' INSTITUTES.

Teachers' institutes, as provided by law, were held in all the counties in the State between August, 1883, and January, 1884, the greater part having sessions of five days. Whole number of actual members present, 17,373; the largest attendance being in Berks, Lancaster, and Schuylkill Counties, each of which had over 700 enrolled. The number of common school teachers attending was 13,480; of school directors, 2,843; of others, 33,195. There were 597 instructors and lecturers employed, at a cost of \$23,040. Other expenses amounted to \$12,287. Receipts exceeded expenditures by \$3,199.

EDUCATIONAL JOURNALS.

The *Pennsylvania School Journal*, published monthly at Lancaster and edited by the State superintendent, in its thirty-second volume in 1883-'84, continued to be the official organ of the State department of common schools and the State Teachers' Association. It gives much valuable information as to principles and facts in education of both local and general interest.

Other educational journals were The Chautauquan, published at Meadville, in its fourth volume; The Indicator, Philadelphia, a Lutheran organ, in its third volume; The Student, at Philadelphia, a monthly journal of the Society of Friends, in its fourth volume; The Teacher, Philadelphia, in its fifth; and The Morning Star, published at the Indian Training School, Carlisle.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The public high schools, though authorized as graded schools, are not as clearly defined in Pennsylvania as in some other States. Outside of Philadelphia, which has 2 in its city system, there were, in 1882-'83, 2,222 and in the next year 2,306 public schools in which some branches beyond the ordinary and required school studies were reported to have been taught. The number of pupils in such branches, however, is not given.

In the reports from city and borough superintendents appended to the State report of 1883-'84, it appears that besides the Philadelphia Boys' High School, with 576 pupils in 1883, and the high and normal schools for girls, of the same city, with 1,025 in the same year, high schools were maintained in 1883-'84 in at least the following places: Allegheny, Allentown, Bethlehem, Chester, Columbia, Corry, Easton, Erie, Harrisburg, Hazleton, Johnstown, Lancaster, Mahanoy City, Pittsburgh, Pottsville, Reading, Scranton, Shamokin, Shenandoah, Titusville, and West Chester. Harrisburg and Reading, like Philadelphia, had 2, one for each sex; Pittsburgh, a central high school, with academic, commercial, and normal departments.

OTHER SECONDARY SCHOOLS.

A list of 39 academic schools under private or church influences appears in the State report for 1883-'84, but it is believed that this cannot be complete, though schools of this class are said to be fast dying out because of the increased number and excellence of public schools.

For statistics of such schools, see Tables IV, VI, and VII of the appendix; for summaries of their statistics, corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Pennsylvania, Philadelphia, the oldest and most important of its class in the State, continued in the 2 years under review its high grade of instruction in the departments previously reported, but with some improvement of standard and a considerable rearrangement of its faculties. These faculties, as rearranged in 1883, are (1) the college faculty, comprising the faculties of arts, science, finance and economy, and music; (2) the faculty of medicine; (3) that of law; (4) that of dentistry; (5) that of sciences auxiliary to medicine, and (6) that of philosophy. These faculties together constitute an academic council for the consideration of questions touching the general interests of the university; while each separate faculty has a dean and secretary and makes its own regulations for discipline, promotion, and recommendation for degrees, the qualifications for admission to any department or to its degrees are determined by its faculty, subject to the approval of the trustees of the university.

The courses of lectures on German literature, older English classics, Norse history, and physics and chemistry, noticed in the last report as open to the public, continue to be so open on payment of moderate fees. A department of physical culture was authorized in 1883.

In 1882-'83 and 1883-'84, 24 other collegiate institutions reported, St. Joseph's, Philadelphia, not among them, Waynesburg College remaining closed, and Pennsylvania State College (while offering a full collegiate course) continuing to be largely scientific, as will appear under Scientific and Professional Instruction, further on. All but 9 of the 24 institutions show preparatory courses of 1 to 4 years; all, classical collegiate courses of 4 years, except St. Vincent, St. Francis, and Pittsburgh Colleges, which show collegiate courses of 2 and 3 years, with grades very little beyond those of fair preparatory schools; while 17 show scientific courses that will be noticed further on. As in 1882, the purely collegiate institutions undertaking no preparatory work were, besides the University of Pennsylvania, Lehigh University and Haverford and Lafayette Colleges. Dickinson College was, by mistake, included with these in the last report, it having a preparatory school, as have also such colleges as Franklin and Marshall, Lancaster; Muhlenberg, Allentown; Pennsylvania, Gettysburg; Washington and Jefferson, Washington; the Western University of Pennsylvania, Allegheny, and the University at Lewisburg; while Swarthmore, with 8 outside preparatory schools to draw from, still retains its own excellent preparatory 4-year course.

Lehigh University and Haverford College continued their rule of conferring advanced degrees only on graduates that pursue under direction of their faculties the special courses prescribed for such degrees, passing examinations on them, and Swarthmore in 1884-'85 is to follow the same rule as respects the master's degree.

For statistics of all these colleges reporting, see Table IX of the appendix; for a summary of their statistics, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Lebanon Valley, Ursinus, Thiel, Monongahela, Allegheny, Westminster, and Swarthmore Colleges, with the University at Lewisburg, continued in 1883-'84 to admit young women, Lewisburg having a special institute for them, while the University of Pennsylvania opens to them as to others the free courses of lectures on literary and scientific subjects above referred to.

The names of 16 colleges and schools especially for the instruction of young women appear on the list of this Office. Most of these show a fair grade of studies for their kind, while some provide studies of a collegiate character. Among these the palatial school at Ogontz, near Philadelphia, which cost its liberal donor, Mr. Jay Cooke, \$1,000,000, well merits special mention, alike for its beautiful accommodations and surroundings and for its excellent school work; while to this is to be added an elegant and admirable Friends' College at Bryn Mawr, founded by the late Joseph W. Taylor, of Burlington, N. J., at an expense for grounds and buildings of several hundred thousand dollars and of \$800,000 for endowment, the college to be opened in October, 1885.

For statistics of such of these institutions as report, see Table VIII of the appendix; for a summary of their statistics, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Pennsylvania State College*, State College Station, has advanced from the Farmers' High School of 1859 and the Agricultural College of Pennsylvania of 1862 to a well organized college of technology, with 3 general, 4 technical, and 2 special courses and with provision also for select or partial courses. Under these arrangements it is said to be doing more in the direction of progressive and scientific agricultural instruction than when that was its principal object. Young women are admitted as well as young men. A separate course for ladies is proposed, with more branches of study especially serviceable to them and fewer mathematical and scientific studies than in the present courses. Military instruction is given. Farmers' institutes are held annually in January and February to meet the wants of progressive farmers. Its agricultural experiments are published in regular bulletins. The principal income is from the proceeds of the sale of public lands donated to the State by the General Government. For statistics of it, see Table X.

In 13 of the other colleges, in the 2 years under review, general scientific courses of 3 and 4 years continued, while the Western University of Pennsylvania, the Pennsylvania Military Academy, Lehigh University, Lafayette College, and Swarthmore College gave special and thorough training in civil, mechanical, and mining engineering, with chemical and metallurgical instruction, in 4-year courses. Haverford College offers instruction in these studies as electives. At the Towne Scientific School of the University of Pennsylvania, the course in these studies is of 5 years and appears to be exceptionally thorough.

The *Wharton School of Finance and Economy*, in its fourth year in 1883-'84, continues to provide for young men special training in modern finance and economy. The course of study extends through 2 years for properly prepared students and corresponds in time and quality with the last 2 years of a fair scientific course.

The *Wagner Free Institute of Science*, Philadelphia, continued in 1883 its useful work of helping forward persons desiring to fit themselves for industrial pursuits. Instruction was given in 2 annual courses of free lectures. The natural sciences formed the distinguishing feature of the course, but the institute aimed to give a liberal education, including various branches of literature and the arts.¹

Girard College for Orphans, in the same field of work, trains at least a part of its boys in the use of tools and in the first steps in mechanics, as may be seen further on.

A mining firm at Drifton, Lueerne County, reported in 1883 the continuance of an *Industrial School for Miners and Mechanics*, aiming to fit its pupils to be good mechanics and overseers of mines. Attendance for the year, 29 preparatory and 81 other pupils. The course is meant to cover 3 years, but attendance is irregular.

For statistics of the above schools, see Table X of the appendix; for a summary of those statistics, the report of the Commissioner preceding.

¹ In consequence of the death of Mr. Wagner further information is wanting, except that the institute will be continued and that its endowment is made sure.

PROFESSIONAL.

Theology.—In Table XI of the appendix the statistics and church connection of 17 theological schools and departments in the State may be found; also, a summary of such statistics in the report of the Commissioner preceding. These schools and departments generally require, as a preparation for their 3-year courses, at least an academic and, if possible, a collegiate course; that of Lincoln University (for colored youth), with a regular 3-year course, has a special English course for non-graduates. The Moravian school, Bethlehem, shows still only a 2-year course following a semicollegiate one of 4 years. The Theological Seminary of St. Charles, Philadelphia, and the Augustinian College of Villanova, near that city, include academic and collegiate studies with the theological, carrying them on together. Dickinson College does nearly the same, combining the Hebrew of the Old Testament and the Greek of the New with its collegiate course, for such students as wish to prepare for the ministry. Allegheny College, heretofore reporting a similar arrangement, seems to have dropped it, as it does not appear in the college catalogue for 1883-'84.

Law continued to be taught for the two years under review in the law department of the University of Pennsylvania, in a course of 2 years, with terms of 4 months each year. Instruction is given mainly in lectures, on which students are frequently examined, and in moot courts. Graduates are admitted to practise in the courts of common pleas and in the orphans' court in Philadelphia.

Medicine.—The representatives of the "regular" school of medicine continued to be the medical department of the University of Pennsylvania, Jefferson Medical College, the Medico-Chirurgical College of Philadelphia, and the Woman's Medical College of Pennsylvania, all in Philadelphia and with good courses of 3 collegiate years, ample teaching force, and, except Jefferson and the Woman's College, with high requirements for admission. The courses in all but Jefferson are graded, and Jefferson recommends such a course, but does not require it; while both the university school and the Woman's College recommend a 4-year graded course. The university, besides its regular school, has both an auxiliary and a graduate school for such as wish to extend their studies beyond the regular course into the science of medicine, or into its pathology and bed-side practice. There is also in Philadelphia a Polyclinic School of Medicine with the same aims.

The homeopathic school was represented, as before, by the Hahnemann Medical College, Philadelphia, with 18 instructors, a required 2-year course of 21 weeks annually, a recommended 3-year course, and high requirements for admission.

Dentistry.—The Pennsylvania College of Dental Surgery, the Philadelphia Dental College, and the department of dentistry of the University of Pennsylvania, all in Philadelphia, continue their courses of 2 years of 20 weeks each, the course in the last being a graded one.

Pharmacy.—Philadelphia and Pittsburgh each report, as in former years a College of Pharmacy, with 2-year courses of 20 weeks each, designed to follow a 4-year apprenticeship with some reputable apothecary.

Veterinary.—The University of Pennsylvania, in 1883-'84, so far progressed in the establishment of a department of veterinary medicine as to purchase ground, erect a building, with large rooms for dissection and laboratory work, stables for hospital use, and had so nearly completed its faculty that the formal opening of the department was announced for September, 1884.

For statistics of medical, dental, and pharmaceutical schools, see Table XIII of the appendix; for summaries of their statistics, a like table in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

TRAINING IN ART.

The *Pennsylvania Academy of Fine Arts*, Philadelphia, admits both sexes, but has separate life classes for men and women in sketching, painting, and drawing and in the study of the antique.

The *Philadelphia School of Design for Women* aims to qualify young women for the application of art to the common uses of daily life. The subjects taught are designing, modelling, lithography, painting, architecture, wood engraving, china decoration, and the tasteful shaping and adorning of manufactured articles. The school has an annual grant from the State in aid of its work and receives 15 free pupils from the grammar and normal schools of Philadelphia each year.

The *School of Industrial Art* attached to the Pennsylvania Museum offers instruction in wood carving, drawing, and the study of color. Day and evening classes, open to both sexes, are under a principal and assistant instructors.

The *Philadelphia School of Art Needlework* gives instruction in painting, preparation of designs, art needlework, &c.

The *Drawing School of Franklin Institute*, Philadelphia, in 1882-'83, made gratifying progress in effectiveness of instruction and number of pupils. The pupils at the spring

term numbered 192; those at the winter term, 184. There was a slight falling off in the attendance of 1884, the spring term enrolment being 166; that of the winter term, 178. The school was divided into seven classes, one teacher for each class.

TRAINING FOR USEFUL INDUSTRIES.

Girard College for Orphans, opened in 1848 with 100 boys, had in 1883 an enrolment of 1,105; in 1884, of 1,132. Besides the branches of a common English education the more advanced pupils are instructed in algebra, book-keeping, drawing, chemistry, geometry, natural history, navigation, surveying, trigonometry, French, and Spanish. Technical instruction was introduced in 1882, and the results of the experiment were so satisfactory that in the following year the board caused to be erected a new building supplied with steam and fully equipped with all necessary machinery, tools, &c., at a cost of \$93,000. Three hundred of the older and more advanced pupils attend this department an average of 5 hours each week and are taught to work in metals and wood under skilful and experienced teachers. Only poor white orphan boys between the ages of 6 and 10 years are admitted. They are boarded, clothed, and educated at the expense of the college fund, and, by the will of the founder, are bound out between the ages of 14 and 18 years. The officers of the institution are 4 professors and 32 teachers, and the household is under the care of a matron, an assistant matron, 12 prefects, and 14 governesses, who have the care of the boys when not in school. Corporal punishment is only administered in extreme cases.

The *Spring Garden Institute*, Philadelphia, in 1882-'83 considerably improved its means of instruction by the equipment of a pattern shop, by the introduction of new desks for its drawing schools, and by the development of its mechanical handiwork department through the aid of a naval officer detailed for the purpose by President Arthur. The pupils in its drawing schools that year numbered 472; in its handiwork schools, 181; while 9,030 books were loaned from its library, which had 22,042 readers. In 1883-'84 instruction was given to 826 pupils, 595 of them in the drawing schools and 231 in those for mechanical handiwork, 140 of the whole number being day scholars, the remainder in evening classes. Large facilities for vise work, lathe work, pattern making, and elementary steam engineering are afforded.

INSTRUCTION IN COOKERY.

The *New Century Cooking School*, Philadelphia, was started by the *New Century Club*, apparently in 1881-'82, to teach young women who might afterwards have charge of homes how to prepare viands, both palatable and nutritious, yet cheap. It was conducted for two years under the auspices of the club, and then the expensive classes were assumed by the teacher, Mrs. S. T. Rorer, as a business enterprise, the club retaining the cheap classes, which were incorporated with other evening classes for workingwomen at 1112 Girard street. The success of the school in its useful line of training is attested by high authorities, well cooked and palatable dinners having been prepared at a cost of from 9 to 12 cents for each participant and publicly tested with high approval.

EDUCATION OF THE DEAF AND DUMB.

The *Pennsylvania Institution for the Deaf and Dumb*, Philadelphia, with a principal and 28 teachers, in 1883 had under instruction 436 pupils, of whom 184 were girls. The institution was founded in 1820, since which time 2,079 pupils have received instruction and 15 graduates have become teachers in similar institutions. Common school studies were pursued. Articulation was taught to a class of 74 pupils. The employments pursued were dressmaking, shoemaking, and tailoring.

The *School for Oral Instruction*, Philadelphia, a branch of the *Pennsylvania Institution for the Deaf and Dumb*, reported 46 boys and 28 girls, under 8 instructors, in 1883. Articulation, lip reading, and the English branches were taught. Another branch is for the training of teachers of the oral method.

The *Western Pennsylvania Institution for the Deaf and Dumb*, Wilkinsburg, founded in 1876, reported 120 pupils, under 7 instructors, in 1882-'83. Articulation and the common school branches were taught. State appropriation for the year, \$26,700 for maintenance and \$60,000 for buildings. Gifts were received during the year to the amount of \$20,000 in land for sites and \$55,000 in money for building purposes. Buildings were just completed at the date of the return (September, 1883), at a cost of \$150,000.

The *Pennsylvania Oral School for Deaf and Dumb*, Scranton, under the control of the city board of education, was founded in September, 1883, and reported 10 boys and 16 girls, under the instruction of Miss Emma Garrett, the originator of the *School for Oral Instruction* in Philadelphia. Articulation was taught to all the pupils.

EDUCATION OF THE BLIND.

The *Pennsylvania Institution for the Instruction of the Blind*, Philadelphia, in 1883 had 155 inmates from Pennsylvania, 12 from New Jersey, and 2 from Delaware, under

10 teachers of school studies, 11 of music, and 12 of employments. The pupils were taught the common and higher English branches, with German and vocal and instrumental music; also, the usual industries practicable for the blind and useful in self support. The library contained 1,250 embossed books and 1,000 others. State appropriations for 1883 were \$43,500 from Pennsylvania, \$3,687 from New Jersey, and \$793 from Delaware; from private pupils, \$600. Value of all property belonging to the institution, \$206,000.

Industrial training was given to nearly 100 in the *Pennsylvania Working Home for Blind Men* in 1883. Of the *Pennsylvania Industrial Home for Blind Women*, Philadelphia, no statistics are given in the report of the board of public charities.

EDUCATION OF THE FEEBLE-MINDED.

The Training School for Feeble-Minded Children, Elwyn, for 1882-'83 reported 396 children, 203 of them supported wholly or in part by the State, 61 by the State of New Jersey, 2 by Delaware, 18 by the city of Philadelphia, 81 by parents or guardians, 1 by the soldiers' orphans' fund, and 30 free. The industries taught are mattress and shoe making, caning, farm and garden work, sewing, and general housework. The appliances of the schools and the facilities for training to usefulness in the shops and kitchens and on the farm were steadily increasing.

INDUSTRIAL AND REFORMATORY TRAINING.

The *Pennsylvania Reform School*, formerly House of Refuge of Western Pennsylvania, Morgantown, was established in 1854 for the care and training of juvenile offenders. All property belonging to the institution, consisting of over 500 acres of land, a substantial building, sufficient for the accommodation of 350 inmates, with workshops, &c., was conveyed to the State in 1878 and is now under its control. Light saddlery and carpet weaving are the chief industries, which, with shoemaking and the necessary farm and garden work, afford the boys useful employment in summer and winter, while the girls are instructed in domestic employments, the laundry work of the entire institution being performed by them. The inmates are required to attend school $4\frac{1}{2}$ hours each day. There were 284 boys and 62 girls in the institution in 1883, of whom 36 boys and 12 girls were colored.

The *House of Refuge*, Philadelphia, established in 1826 for the purpose of properly training wayward children, is supported by aid from the State and from the city of Philadelphia, by labor of the children, and by contributions. The average daily number in the institution is not often less than 500 and the total number frequently reaches 700. January 1, 1884, there were 729. The estimate of the earnings of the inmates is about \$12,000 annually. The children are required to devote 3 hours of each day to school duties, which include common English studies, with music. The hours given to labor in the shops are $4\frac{1}{2}$ each day, employment being largely relied on as a correctional agency. The industries for the boys include brush making, weaving, and knitting, tasks being set, but the boys are paid for extra work. Laundry and housework are performed by the girls.

TRAINING OF INDIAN YOUTH.

The Indian Industrial School, Carlisle, reports through its superintendent 239 boys and 122 girls connected with the school at date of the report for 1882-'83. To these were added, in 1883-'84, 139 boys and 69 girls, making a total of 569. Of this whole number 194 were within the year returned to the Indian agencies from which they came and 6 died, leaving 369 connected with the school. Of those returned to agencies 8 went into western schools of their race as employes, and good reports were received from all but 2; others that went home were employed at the last accounts in schools at the agencies and in new schools away from these. Of those remaining at the school, 27 girls were transferred, at the instance of the Commissioner of Indian Affairs, to the Lincoln Institution, Philadelphia; 44 girls and 173 boys were placed in families and on farms, and of these about 110 were to remain away during at least the winter of 1884-'85 to attend the public schools or receive instruction from the families in which they were under training. By far the greater part of those placed out were well reported of by those to whom they had been committed, and in this mingling of Indian youth with whites in the ordinary work of school, home, and farm the superintendent of the Carlisle school thinks that a practical solution of the difficulties of civilizing the Indians may be reached, especially if the General Government should grant to Indians the privilege of citizenship.

The system of half a day in the school room and the other half in work in the shops, sewing room, and laundry was continued, with increased advantages, through the liberality of a friend of the school, an alternation of work and study being found to produce the best effects.

TRAINING OF NURSES.

Training schools for nurses are found in connection with the *Woman's Hospital* and *Blockley Hospital*, Philadelphia. For statistics of these and any others reporting, see Table XVII of the appendix, and for summary of the same, the report of the Commissioner preceding.

EDUCATIONAL CONVENTIONS.

PENNSYLVANIA TEACHERS' ASSOCIATION.

This association held its twenty-ninth annual meeting at Williamsport July 10-12, 1883, President N. C. Schaeffer, of Kutztown Normal School, in the chair. There was a total attendance of 450 members, 8 of whom were from other States. Dr. Schaeffer, in his inaugural address, took for his subject "The training of the will," and said that success in life depended more on the will than on the intellect. Scholarship must sometimes beg for bread, because it is crippled by a defective will. The man of fine intellect without will power is like a locomotive without steam, helpless, even if on the right track; but a strong will needs the guiding light of intelligence to direct its energies. Superintendent MacAlister, of Philadelphia, said that at all hazards, by persuasion or compulsion, the whole people, American and foreign, black and white, must be educated for citizenship, and the common school is the instrument provided for the purpose. The great need of our educational system to-day he held to be simplification, unloading school courses of superfluities that make them heavy, and making sure of reading, writing, and arithmetic. Among the other subjects brought before the association were "Reading in our public schools," "Our normal schools and their defects," "Indian education," "Culture derived from science," "Scientific temperance in our public schools," "Defects in our system of graded schools," "The principles and philosophy of teaching," and "The next step." State Superintendent E. E. Higbee took for the subject of the closing address the three great factors, the common schools, academic and collegiate institutions, and professional or technical schools.

The association held its thirtieth annual meeting at Meadville, July 8-11, 1884, with 450 members present, President S. A. Baer in the chair. The subject of the president's inaugural address was "Education and labor," showing that labor is the source of all wealth and prosperity. The speaker strongly advocated physical training, as every measure of strength added to the arm of the laborer adds to his efficiency and happiness. He said much could be done in the public schools in the way of muscular development, and that we want a regular system of physical training, from a scientific standpoint, with the view of developing symmetry of form and strength of body. A paper on "Temperance in public schools," forwarded by the Woman's Christian Temperance Union, was read, and among the subjects which followed were "The new education," "Education at the South," "Boys and girls, or the pendulum of life," "Light and sight," and "Literary spirit in our schools." The closing address was delivered by State Superintendent E. E. Higbee, entitled "Minister of education."

The papers and addresses at both these meetings were so generally interesting and effective that it is with regret they cannot be more fully reported here. The full reports of them in the Pennsylvania School Journal for September, 1883 and 1884, will be found well worthy of perusal.

CHIEF STATE SCHOOL OFFICERS.

Hon. E. E. HIGBEE, *State superintendent of public instruction, Harrisburg.*

[Term, April, 1881, to April, 1885.]

HENRY HOUCK, *deputy superintendent.*

RHODE ISLAND.

SUMMARY OF EDUCATIONAL STATISTICS.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-15)	58,399	58,858	459	.....
Different pupils in public schools.....	42,671	45,641	2,970	.....
Average number belonging	31,579	34,122	2,543	.....
Average daily attendance	28,553	30,747	2,194	.....
Per cent. of total enrolment to youth of school age.	73.07	77.54	4.47	.....
Per cent. of average daily attendance to total enrolment.	66.90	67.37	.47	.....
Per cent. of average daily attendance to youth of school age.	48.89	52.24	3.35	.....
Enrolled in evening schools	3,257	3,614	257	.....
Enrolled in private and church schools.	7,680	7,944	264	.....
Enrolled in all schools	53,708	57,199	3,491	.....
SCHOOLS.				
Towns in the State	36	36	.....	.....
Public school-houses in towns.....	453	453	.....	.....
Graded schools reported	548	560	12	.....
Ungraded schools reported	294	290	.....	4
Whole number of public day schools.	842	850	8	.....
Average time of schools, in days.....	184	184	.....	.....
Number of evening schools.....	28	27	.....	1
Number of evenings held.....	70	64	.....	6
TEACHERS.				
Men teaching in public day schools...	177	185	8	.....
Women teaching in such schools.....	953	1,036	83	.....
Whole number of different teachers...	1,130	1,221	91	.....
Number of teachers from academies, high schools, and colleges.	690	741	51	.....
Number from normal schools	285	310	25	.....
Teachers in evening schools	173	184	11	.....
FINANCIAL STATEMENT.				
Whole expenditure for public schools.	a\$647,315	a\$636,542	.....	\$10,773
Available permanent school fund.....	255,510	255,510	.....	.....
Valuation of public school property ..	1,949,503	2,099,285	\$149,782	.....
Average monthly pay of men teaching.	b77 93	b79 95	2 02	.....
Average monthly pay of women	b43 30	b43 31	01	.....

a This whole expenditure includes \$18,705 for evening schools in 1882-'83 and \$17,832 in 1883-'84.

b Pay of evening school teachers (\$1.32 to \$1.36 for males and \$1.04 to \$1.06 for females each evening) not included.

(From reports of Hon. Thomas B. Stockwell, State commissioner of public schools, for the two years above indicated, with returns from the same.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The statistical summary for 1883-'84, presenting a pleasing contrast to that of the previous year, shows that with an increase of only 459 in school population there were 2,970 more enrolled in the public schools and 2,194 more in average daily attendance,

with 91 more teachers, a large proportion of them with normal school, high school, or collegiate training. There was also some increase in the attendance upon evening and private schools. This improvement was doubtless brought about in great measure by the compulsory education law, noted further on. In 1883-'84 schools were taught 184 days in 939 rooms for study and recitation, an increase of 40 rooms. Evening schools were open 64 evenings during the year and 145 pupils enrolled in them also attended the day schools. The value of public school property increased, expenditures diminished, and the pay of teachers remained about the same.

ADMINISTRATION.

The general supervision of the public schools is vested in a State board of education; a State commissioner of public schools, chosen annually by the board, acts as its secretary. The school committee of each town consists of 3 residents of the town elected for 3 years, with annual change of 1. A town may elect a superintendent of schools annually; if it fail to do so he may be appointed by the school committee. For each district 1 or 2 trustees may be elected annually by the people. The public schools are free to all resident citizens of the State without regard to age, race, or color. The system includes the education and training of deaf-mutes, of the blind, and of the feeble-minded. Any one employing a child under 15 years of age in work that prevents attendance upon school is subject, as well as the parent or guardian of the child, to a penalty of \$20 for each offence. Corporal punishment is permitted in the public schools, but is seldom inflicted. Any child between the ages of 6 and 16 years convicted of habitual truancy may, at the discretion of the court, be fined \$20 or committed to the industrial school in the city of Providence.

SCHOOL FINANCES.

To support public schools the sum of \$90,000 is paid annually from the income of a permanent school fund and from other money in the treasury, on the order of the commissioner of public schools, the money to be used for the payment of teachers only. No town may receive any part of the State appropriation unless it raises by tax for the support of public schools a sum equal to the amount it receives from the treasury for this purpose. There is an annual appropriation of \$3,000 to purchase works of reference and other apparatus for the schools. Means for the maintenance of evening schools are also provided. Towns may vote such additional sums as they deem necessary for the support of schools, purchase of sites, erection and repair of school-houses, and maintenance of school libraries. Any town having established a free public library may, by vote of electors therein, appropriate 20 cents on each \$1,000 of its ratable property for the support of such library; also, the State board may make an appropriation annually, at the rate of \$50 for the first 500 volumes in such library and \$25 for every additional 500. The board may also allow \$500 annually for teachers' institutes, \$500 for aiding in training in industrial art, and \$300 for distributing educational publications and providing lectures on educational topics and other means of promoting education.

NEW LEGISLATION.

A new compulsory school law went into effect October 1, 1883, looking toward the correction of absenteeism and truancy. The responsibility for non-attendance at school is placed upon the parent or guardian; for truancy, upon the truants themselves. All children 7 to 15 years old are required to attend school at least 12 weeks in each year, 6 of which must be consecutive; if found guilty of habitual truancy they must be sent to the Sockanosset School for Boys or to the Oak Lawn School for Girls, at Cranston, for a period not exceeding two years. Truant officers are appointed annually to notify offending parties of the offence committed and the penalty therefor, and if they can secure satisfactory pledges for proper compliance with the law they may forbear to prosecute so long as such pledges are kept.

A law enacted April 24, 1884, requires all school committees to make provision for instructing pupils in all public schools in physiology and hygiene, with special reference to the effects of alcoholic liquors, and other stimulants, and narcotics upon the human system.

SCHOOL SYSTEMS OF TOWNS WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

This is by school committees of 3 or more members, divided into 3 classes, with annual change of one-third, and by a superintendent chosen by the people or the committee.

STATISTICS. a

1882-'83.

Cities and towns.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Lincoln	13,765	3,306	2,566	1,312	41	\$23,125
Newport	15,693	3,519	2,013	1,486	46	46,723
Pawtucket	19,030	4,603	3,484	2,168	56	72,904
Providence	104,857	22,062	15,427	10,758	310	279,224
Warwick	12,164	2,537	1,963	1,179	35	13,858
Woonsocket	16,050	3,679	2,171	1,315	47	25,249

1883-'84.

Lincoln	13,765	3,613	3,076	1,541	47	21,327
Newport	15,693	3,414	2,003	1,541	45	45,948
Pawtucket	19,030	4,914	3,592	2,443	65	67,279
Providence	104,857	21,676	16,814	11,716	344	292,263
Warwick	12,164	2,615	2,412	1,257	37	12,589
Woonsocket	16,050	3,736	2,351	1,387	46	26,493

a The above statistics (except the population) are taken, for uniformity, from the State reports for 1883 and 1884. The figures are for the school year closing in March of each year, with the exception of those showing the enumeration of children of school age, which are only brought up to December of each year. The figures from written returns, differing at some points from these, may be found in Table II of the appendix.

b A return gives 13,140.

ADDITIONAL PARTICULARS.

Lincoln during 1882-'83 was reported to be in the front rank of towns having a large percentage of children not attending school and its school committee urged a ready compliance with the new law relating to compulsory education. The report for 1884 says this law has been accepted in good faith; truant officers have been chosen and have attended to their duties. Besides the number attending public schools, there was reported in Roman Catholic and select schools a sufficient number to make about 72 per cent. of the school population under instruction during the year in all schools.

Newport for 1883-'84 reports 12 school buildings, with 45 rooms and 2,447 sittings for study, all valued at \$151,939. The schools were taught 196 days by 23 men and 51 women, including 2 special teachers of music and drawing. The system embraced primary, intermediate, grammar, high, evening, ungraded, and Kindergarten schools. Particular pains are taken to give systematic instruction in morals and manners, suitable reference books upon the subject being placed upon each teacher's desk. The high school course covers 4 years and includes Greek, Latin, French, German, and higher English; pupils enrolled in it during the year, 139, an increase of 6 over the preceding year.

Pawtucket in 1883-'84 reported that two new public school buildings were erected during the year and one enlarged, at a cost of \$24,175. The schools continued to be primary, intermediate, grammar, and high and were taught 197 days by 23 men and 67 women, with 1 special teacher of music. The 5 evening schools had 667 boys and 312 girls, and were open, with one exception, for 14 weeks. The number of pupils was greater than ever before. The evening drawing school was well attended and did excellent work. As there were reported 30,994 days of absence and 5,519 cases of tardiness, the superintendent recommends the appointment of a truant officer and the enforcement of the new compulsory education law; he further urges that the physical training of children be confined to the home, so as not to interfere with the 5 hours specially appropriated to study, and that in place of some of the higher school training attention be directed to subjects connected with industrial and mechanical pursuits.

Providence in 1883-'84 reported that the schools were taught 200 days, a special teacher of music was employed, and evening schools were maintained, with a total registration of 2,043 and an average belonging of 1,272, at a cost of \$12,207.

Rev. Daniel Leach, since 1855 the faithful superintendent of the city schools, retired at the close of the school year 1883-'84, and in the session following the school com-

mittee secured the services of Hon. Horace Tarbell, former State superintendent of the schools of Michigan and for several succeeding years superintendent of the city schools of Indianapolis, Ind.

Warwick in 1882-'83 had 18 graded and 10 ungraded public schools, the average length of term being 9 months and 2 days. Of the 35 teachers employed in public schools, 13 were educated at academies or high schools, 15 at normal, and 7 in common schools.

The statistics for 1883-'84 show an increase in the public school enrolment and a decrease in the number not attending any school. The public school term was 9 months and 5 days, a slight increase, and the average monthly pay of teachers was about \$1.50 more than in 1882-'83.

Woonsocket in 1883-'84 reported 14 school buildings, with 36 rooms for study, valued, with all other school property, at \$146,470. The schools were taught 193 days and are graded as primary, grammar, and high. The superintendent urges that a special teacher of music be employed to give instruction in all these schools; also, that more attention be given to training in morals and manners. Corporal punishment is administered less frequently, and the best teachers, as a rule, resort to it least.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR CERTIFICATES.

Teachers must give satisfactory evidence of having a thorough knowledge of common English branches, the examination being conducted by the school committee, who test the capacity of applicants to teach any grade of school. In granting certificates some reference may be had to the condition and wants of the particular schools for which the candidates are presented. Teachers must also be qualified to govern and to impart instruction.

STATE NORMAL TRAINING.

The State Normal School, Providence, requires for admission an examination in the common English branches, except in the case of high school graduates. A 3-year course of instruction, to take the place of the 2-year course, was adopted in 1884, in which English studies are pursued. An advanced course is also offered, including Greek, Latin, French, German, mathematics, and natural sciences. The public schools of Providence furnish to students in the senior class opportunity for observation and practice teaching. Tuition is free to pupils who intend to teach in the public schools of the State. The whole number of students in 1883-'84 was 160; graduates, 9.

Several improvements were made in the arrangements of the school building to increase the comfort and convenience of pupils. More time than previously had been given to music, and with satisfactory results, a number who had supposed that they possessed no musical ability have found that the subject was within their grasp.

The State commissioner reports the school in excellent condition. Certain modifications made during the year in the course of study had resulted in a decided improvement of the health of pupils. The attendance was never so good as during the year under review.

TEACHERS' INSTITUTES.

The State provides institute training for teachers by appropriating \$500 annually for that purpose, the institutes to be under the direction of the commissioner of public schools. Two very successful institutes were held during 1883-'84, one at Newport, designed especially for the teachers of that county; the other at Wakefield, for Washington County. At the first named, every town in the county but one was represented; at the last, every one, and an unusual degree of enthusiasm was manifested.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Schools of this class were reported at Bristol, Newport, Pawtucket, Providence, Reading, Warren, Woonsocket, and other places. The Rogers High School, Newport, enrolled 139 pupils in 1883-'84, an increase of 7 over the preceding year. The instruction here in Greek, Latin, mathematics, and physics, includes all that is required for admission to the best colleges. The school at Westerly was larger in 1883-'84 than ever before, having increased 55 per cent. in 3 years, and that at Warren has never done more practical work than during that year. South Kingston reports her high school to be gradually gaining ground and to have already become one of the

indispensable institutions of the town, and Woonsocket has a high school which is justly said to be the pride of its citizens.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and schools preparatory to college, see Tables IV, VI, and VII of the appendix to this volume.

SUPERIOR INSTRUCTION.

BROWN UNIVERSITY.

Brown University, Providence, for young men only, presents 3 courses of 4 years each, the first leading to the degree of A. B. and the second and third to that of PH. B., one of these including Greek or Latin. Students may pursue a select course without entering as candidates for a degree. The university in 1883-'84 had an enrolment of 248 students, under 20 instructors. The degree of A. B. was conferred upon 46 graduates; that of PH. B., on 7; and that of A. M., on 18 graduates of former classes. Benefactions received from April, 1883, to February, 1885, were \$50,000 from the executors of Gardner Colby, of Newton, Mass.; \$12,500 from the estate of Hon. H. B. Anthony, of Providence; \$1,000 from the estate of William Latham, of Bridgeport, Mass.; about 14 acres of land from Mrs. Metcalf, valued at \$75,000; and a subscription of \$50,000 for repairing university hall. Whole amount, \$188,500.

The president reports that it is every day becoming more and more apparent that a larger number of electives should be offered, especially in branches of natural science and modern languages; also, that greatly enlarged accommodations should be provided for those wishing to take advanced courses in applied science, the numbers of such students being greatly in excess of the capacity of the college. He says, further, that the freshman class entering in 1884 included an unusual number of candidates for the degree of B. PH., constituting, in fact, more than one-fourth of the candidates for degrees, not one of whom took Greek and only a few Latin. The proportion of candidates for this degree in the graduating class of 1884 was only one-ninth, and this difference, it is thought, shows plainly the drift of public sentiment towards what is called a more practical education.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The departments of practical science in Brown University still continued in 1883-'84 to afford special preparation in the mechanical and physical sciences and their application to the industrial arts. The regular course in civil engineering covers 4 years, but a longer or shorter one may be pursued, according to the wants and abilities of students. The course in agriculture includes chemistry and physics, botany, physiology, zoölogy, comparative anatomy, and special lectures in agriculture.

PROFESSIONAL.

No professional schools were reported in the State in 1883-'84.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF.

The Rhode Island School for the Deaf, Providence, founded in 1877, is under the control of the State board of education; it had during the year 1884 a total attendance of 12 boys and 18 girls. The more advanced pupils are taught the higher branches of education, with drawing and painting, but the English language is considered of the first importance. Special attention is given to lip reading and articulation. Tuition is free to residents of the State and provision is made for defraying the expenses of indigent pupils.

INSTRUCTION IN ART.

The Rhode Island School of Design, Providence, continued to give instruction in freehand and mechanical drawing, painting in oil and water colors, and modelling in clay. Day and evening classes are maintained; also, a Saturday morning children's class for those that are in other schools during the week. The instruction is made

practically useful to mechanics, and includes geometric and perspective drawing; orthographic projection; descriptive geometry; projection of shadows; mechanical, object, model, and design drawing; oil painting; and china decoration. The number instructed in the school in 1882-'83 was: Day pupils, 48; evening pupils, 134; in the Saturday morning class, 47.

STATE HOME AND SCHOOL FOR INDIGENT CHILDREN.

In accordance with an act of the general assembly authorizing such action, a site was purchased in 1884 for a home for neglected children. The site chosen contains 44 acres of land in Providence, with a mansion house, cottages, barn, and other buildings. The school is to be similar in plan and scope to that at Coldwater, Mich., of which the prominent features are the separation of innocent from criminal children and education in a temporary home by the State, succeeded by permanent homes in families as soon as children are fitted for them. It has been decided to adopt the "cottage plan," each cottage, fitted up for 25 inmates, to be under the special care and direction of a woman, the "cottage manager;" the cooking and dining rooms are to be in the central building. The officers in charge of the whole school will be a superintendent and matron.

INDUSTRIAL AND REFORMATORY TRAINING.

The Rhode Island State Reform School, Howard, established in 1850, received 194 children in the year ending December 31, 1883, and discharged 159, leaving in the school at the end of the year 173 boys (of whom 16 were colored), under 14 teachers and other officers. Boys are committed between the ages of 10 and 21, and up to 1883 3,467 had been under instruction and training here since the school was founded. The common school branches are taught, with singing and band music, and such industries as chair making, gardening, farming, house and laundry work, and tailoring. A library of 1,400 volumes is connected with the school, 100 books having been added during the year. Expenditure for the year, \$29,831.

EDUCATIONAL CONVENTION.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The thirty-ninth annual meeting of the institute was held in Providence, January 24-26, 1884, Mr. W. T. Peck presiding.

The morning of the first day was spent in visiting the schools of the city and the afternoon was given to meetings of the different departments of the institute. In the higher department papers were read on "The natural method of studying history," "The teacher and the pupil after graduation," "The moral and religious element in education," "Utility in high school work," "Waste of energy," and "High school exhibitions;" the prevailing sentiment in all being a desire for more practical and thorough work in the high schools. The importance of encouraging study for its own sake and for the culture and knowledge obtained, rather than to enable the student successfully to pass his examinations, was strongly urged. In the grammar department an essay was read on "Some of nature's helps to teaching," reference being had chiefly to object lesson methods. Another, on "Cultivation of thought and expression in children," seemed the complement of the first. Both insisted on such instruction as would arouse independent thought. In the evening, after musical performances by pupils of the high school which showed excellent training, the audience listened to an eloquent address by President Carter, of Williams College, on "One or two elements of good teaching."

The exercises of the second day were opened by an address from President Peck, entitled "Is teaching a profession?" The next paper, "The teachers in the common schools," was a continuation of the same topic, as was also the next, entitled "Growth after graduation." A paper followed on "Moral training and school government," by Mr. J. T. Prince, agent of the Massachusetts board of education, and one on "School work" closed the exercises of the afternoon. In the evening the institute was addressed by A. O. Bourn, governor of the State, who, after reviewing the changes which inventions and discoveries have made in business and consequently in the requirements of education, closed by urging on teachers the duty of impressing on their pupils a belief in the dignity of labor. An address followed on "Methods;" then came one, largely retrospective, from Rev. J. T. Edwards, D. D., who was president of the institute fourteen years ago; then Hon. T. W. Bicknell, president of the National Educational Association, discussed the work of that body, referred to the coming meeting in Madison, and gave a cheerful picture of the progress of education throughout the country, especially in the West and South.

The final session of the institute was largely attended, the audience including 150 pupils from the public schools. After music by them, Prof. H. E. Holt, instructor of

music in the Boston public schools, gave a lecture, illustrated by a class, showing how children should be taught to think in music. A paper on "The great Northwest" followed, and then one on "Literature and the schools," closing the program.

Among the resolutions adopted by the association was one affirming the importance of enforcing the truancy law, one urging the necessity for more definite moral instruction in the schools (including the subject of temperance), and another calling for the appointment of a State board of examination for teachers.

CHIEF STATE SCHOOL OFFICER.

Hon. THOMAS B. STOCKWELL, *State commissioner of public schools, Providence.*

Mr. Stockwell has held the place of supervisor and visitor of the State schools, by annual election of the State board of education, since 1874.

SOUTH CAROLINA.

SUMMARY OF EDUCATIONAL STATISTICS.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-16)	<i>a</i> 94,450	-----	-----	-----
Colored youth of school age (6-16)	<i>a</i> 167,829	-----	-----	-----
Whole number of school age	<i>a</i> 262,279	-----	-----	-----
Whites enrolled in public schools	74,157	84,028	9,871	-----
Colored enrolled in public schools	98,938	101,591	2,653	-----
Whole enrolment	173,095	185,619	12,524	-----
Average daily attendance	110,996	114,144	3,148	-----
Per cent. of enrolment to school youth	66.00	70.77	4.77	-----
Per cent. of average daily attendance to school youth	42.32	43.52	1.20	-----
DISTRICTS AND SCHOOLS.				
School districts	502	508	6	-----
Number of schools	3,269	3,482	213	-----
Average time of school in days	80	80	-----	-----
Public school-houses	<i>b</i> 3,119	<i>b</i> 3,254	135	-----
Houses owned by districts	893	958	85	-----
Houses with grounds inclosed	147	109	-----	38
Houses built during the year	104	121	17	-----
TEACHERS.				
Men teaching in public schools	2,000	2,115	115	-----
Women teaching in public schools	1,494	1,569	75	-----
Whole number teaching in public schools	3,494	3,684	190	-----
Number of colored teachers	1,329	1,393	64	-----
FINANCIAL STATEMENT.				
Whole expenditure for public schools	\$389,834	\$423,473	\$33,639	-----
Cost of school-houses built in the year	39,655	13,750	-----	\$25,905
Value of school-houses	474,022	441,587	-----	32,435
Average monthly pay of men	26 73	26 92	19	-----
Average monthly pay of women	25 04	24 73	-----	31

a United States Census, 1880.

b Returns very imperfect, from the fact that private residences, public halls, and churches are largely used for school purposes and not reported.

(From the reports of Hon. Asbury Coward, State superintendent of education, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The two years under review present progress in nearly all the vital items relating to the public schools. In 1882-'83 there was an increase of 27,121 in enrolment, of 86 in schools, of 104 in school-houses, and of 81 in teachers, over 1881-'82. Going back a few years, the State superintendent says, the successive waves of increase, each year (with few exceptions) reaching higher, show that the tide of popular feeling in favor of the system is moving well on to the flood. For 1883-'84, however, he reports the presence of adverse circumstances in the short and unremunerative crops of 1883, the severity of the winter, the delay and difficulty in planting the crops of the current year, the unusual stringency in money, and the discussion of the policy of Fede-

ral aid, which revived into active expression all the latent opposition to the common school system of the State. And yet, the statistics show continued progress in enrolment, an increase of 12,524, gaining 4.77 per cent. over 1882-'83; and in average daily attendance an increase of 3,148, that attendance being 61.49 per cent. of the enrolment. There is also evidence of progress in the fact that there were 6 more school districts, 213 more schools, 135 more public school-houses, 65 more owned by districts, 17 more new ones, and 190 more teachers employed.

The relation of the two races to the schools presents an interesting feature. The census of 1880 shows a continuance of the large preponderance of colored youth over the white, noticed in preceding years. This appears again in the enrolment and attendance of the years under review. In 1882-'83 against 74,157 whites enrolled there were 98,938 colored, or 24,781 more colored than white. In 1883-'84 against 84,028 whites there appear 101,591 colored, 17,563 more colored than white.

As respects the increase of attendance in the schools, the State superintendent speaks with very reasonable gratification. Assuming that the school population of the State was 283,000 in 1884, he makes the per cent. of enrolment, on that basis, 65.50 of the whole number of school youth. The figures in the preceding table, as may be seen, fairly justify his estimate, for, with the United States Census number of 262,279 school youth, the per cent. of enrolment in the State schools was in 1883-'84 70.77, which exceeds considerably the like per cent. of such highly estimated States as New Jersey, New York, Ohio, Pennsylvania, and Illinois in 1882. Advance to such a point in educational matters in a State so impoverished as South Carolina was at the conclusion of the war is highly creditable.

ADMINISTRATION.

The general educational interests of the State are committed to a State superintendent of education, elected by the people for 2 years, and to a State board of examiners, composed of the State superintendent and 4 others appointed biennially by the governor. Each county has a school commissioner, elected biennially by the people; a county board of examiners, including the commissioner, as chairman and clerk, with 2 others appointed by the State board for 2-year terms. Districts have 3 trustees, appointed for 2 years by the county boards. The State board of examiners prescribes the course of study in the free public schools, and also selects a uniform series of text books for use in the same, to continue for 5 years, except in the city of Charleston. The board also makes rules for the examination of teachers and prescribes a standard of proficiency, which shall entitle applicants to certificates of qualification as teachers. It is the duty of each county commissioner to have general supervision of the schools, school-houses, and school furniture in his county, to aid the teachers in efforts to improve in their profession, and to report to the State superintendent by October 1 in each year, failing to do which last, he forfeits one-fourth of his pay for that year. When so advised by the county board, he may apportion from the income of the 2-mill tax \$200 to defray the expenses of legally conducted teachers' institutes. County boards of examiners and boards of trustees are required to see that in every school under their care there be taught the usual school branches, with history of the United States and of the State, the principles of the Constitution and laws of the United States and of the State, morals, and good behavior. District trustees are required to provide suitable school-houses for their districts, to take care of school property, suspend or dismiss pupils when deemed necessary, visit the schools, and see that they are kept according to law and with the utmost efficiency. Each county board may limit the school term according to the school fund of his county. County commissioners apportion the income of the school fund among the districts of their county according to the average attendance of the last preceding year.

SCHOOL FINANCES.

The public schools are sustained from the proceeds of a tax of 2 mills on \$1 and a poll tax of \$1 on each voter. This fund is to provide for the free education of all youth in the State 6 to 16 years of age without distinction of race or color.

PEABODY FUND.

In 1883 the State received from the Peabody fund \$2,000 for the public schools, \$825 for teachers' institutes, and \$1,400 in Nashville scholarships; in all, \$4,225.

In 1884 there were received from that fund \$2,300 for the public schools, \$1,000 for teachers' institutes, and \$1,100 in Nashville scholarships; in all, \$4,400. Four vacancies in the scholarships at Nashville Normal College were filled.

NEW LEGISLATION.

The following among other changes were made in the school law in 1884: The salary of the State superintendent was raised \$100 and \$300 were allowed for clerk hire; provision was made for the expenses of teachers' institutes; county commissioners

were allowed travelling expenses while visiting schools, but not to exceed \$100 a year; and an allowance of \$3 a day for five days each year was made for the services of county examiners.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

The public schools of *Charleston* are governed by a board of 10 commissioners, 6 elected by the people, the others appointed by the governor. The board, as before the act of 1882, chooses a superintendent, and, in other respects, retains its former duties and powers.

The city of *Columbia*, by law of 1880 and subsequent amendments, became a separate school district, with 4 wards, and its public schools were placed under the control of a board of 7 commissioners, 4 elected by the people, 1 by the city council from its own number, and 2 appointed by the governor. The board appoints a superintendent.

STATISTICS AND ADDITIONAL PARTICULARS.

Charleston, by census of 1880, had a population of 49,984; in 1883 public schools, classed as primary, grammar, high, and city normal, were taught by 100 teachers and had an enrolment of 4,055 and an average daily attendance of 3,662, or 90.3 per cent. of the enrolment. Of those enrolled 2,000 were colored. Superintendent Simons reports few changes, and these mostly in improvements of school buildings, of which there were 18 in 1883-'84, valued at \$138,000. The grades in 4 of the schools were raised, the high school having introduced geometry, chemistry, and astronomy. The Catholics in 1882-'83 had 6 parochial schools, with 27 teachers and 1,043 enrolled. These schools are said to be practical and efficient and annually increasing.

Columbia, by census of 1880, had a population of 10,036; in 1883-'84, a school population of 2,160; an enrolment of 1,493, being 69 per cent. of school youth; an average daily attendance of 864, being 57.87 per cent. of enrolment. Schools are classed as primary and grammar. For these there were 19 teachers, 3 school buildings, with 857 sittings, less than the average daily attendance; but 160 additional sittings were provided during the second term. School property was valued at \$29,944. The schools were in session as free schools but 7 months, the public money being then exhausted. They were continued 2 months longer by subscription, thus making a full session of 9 months. Estimated enrolment in private and parochial schools, 150.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR TEACHERS' CERTIFICATES.

Any person passing a satisfactory examination by the State board of examiners receives a certificate entitling him to teach in any free public school in the State for 2 years, which may be renewed with or without examination, at the discretion of the board. County boards of examiners are required annually to examine candidates for teaching, and to give to each found qualified a certificate setting forth the branches he or she may be capable of teaching. No teacher may be employed in any of the free public schools without a certificate from either a county or the State board of examiners or from one of the faculties of the State normal institutes, the last being valid for 3 years. To such students as have attended three normal institutes, diplomas of authority to teach in the State without further examination may be granted.

STATE NORMAL TRAINING.

There are two State normal institutes, one for white, the other for colored teachers. The South Carolina State normal for white teachers held its fifth annual session at Spartanburg July 15 to August 14, 1884. The program embraced nearly all the subjects of public school instruction, and a model school with 9 instructors was provided. The work is said to have been done with ability and success. There were enrolled 227, of whom 146 were teachers and 81 were preparing to teach.

The annual session of the State normal for colored teachers was held at Orangeburg July 2-29, 1884, with an enrolment of 63 teachers under 6 instructors and a program similar to that of the white institute, this also had a model school.

At Claflin University, Orangeburg, one of the three institutions that go to form the University of South Carolina, the 3-year normal course for colored students, noticed in former reports, was continued, with an attendance of 100 pupils in both 1882-'83, and 1883-'84.

OTHER NORMAL TRAINING.

There were 5 other normal schools and departments reporting in 1883-'84: The normal department of Schofield Normal and Industrial School, Aiken; the Avery Normal Institute, Charleston, sustained by the American Missionary Association (Con-

gregational); the normal department of Brainard University, Chester, sustained by the Presbyterian Board of Missions for Freedmen; the normal department of Allen University, Columbia (African Methodist Episcopal), and Fairfield Normal Institute, Winnsboro', the last sustained by the Presbyterian Board of Missions for Freedmen. All these schools are for the training of colored teachers of either sex, with courses of 3 and 4 years. For their statistics, see Table III of the appendix.

TEACHERS INSTITUTES.

County institutes were held during the year in Abbeville, Chester, Darlington, Edgefield, and Fairfield Counties, Chester and Darlington having each two institutes, one for white, the other for colored teachers.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report for 1883-'84 makes no mention of the existence of high schools, giving only the statement that in 1883 4,515 and in 1884 4,721 pupils studied the higher branches. The State superintendent reports a growing feeling in favor of graded schools, awakened by the success of the graded schools of Columbia. Spartanburg was inaugurating a similar system, as were also the colored people of Orangeburg. He also reports 101 schools of a lower grade than colleges not connected with the public school system, with an attendance of 6,458. Charleston reports two high schools, one of which in 1883 enrolled 327 girls and in 1884 had an average of 275; the other, in 1883, enrolled 167 boys, and in 1884, about the same number.

OTHER SECONDARY SCHOOLS.

For further statistics of private academic schools, preparatory schools, and preparatory departments of colleges reporting, see Tables VI, VII, and IX of the appendix; and for summaries of same, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of South Carolina*, as organized in 1880, includes the South Carolina College, Columbia; Claflin University, Orangeburg; and the South Carolina Military Academy, Charleston.

The *South Carolina College*, for educating white young men of the State, reports for 1883-'84 a faculty of 13 professors and instructors, with 5 parallel courses, of 4 years each, for degrees, and as many of two years that bring no degree. The degree courses are in (1) classical literature, (2) Latin and modern literature, (3) general science, (4) mechanics and engineering, and (5) agriculture and applied chemistry. The special courses, leading to no degree, are in agriculture, English studies, studies preparatory for medicine and pharmacy, a course for teachers, and one in science. In the 2-year classes there were reported 18 students; in the 4-year classes, 143, while 8 graduates, 11 students in elective studies, and 22 subcollegiates made a total of 202. The college has a library of 27,000 volumes.

Claflin University, for the education of colored pupils of either sex, offers classical and scientific courses of 4 years each, a normal course of 3 years, a college preparatory course of 3 years, and a grammar school course of 2 years. In 1883-'84 there were 11 professors and instructors, with 2 superintendents of an industrial department, and 424 students, of whom 17 were collegiate.

South Carolina Military Academy, Charleston, was reopened as a department of the State University October 1, 1882, according to an act passed June 1 of that year. For details, see Scientific and Professional Instruction, further on.

The regular courses of Allen University and of Charleston, Erskine, Adger, and Newberry Colleges are preparatory, of 2 to 3 years, and collegiate, of 4 years, with others noted under normal schools or to be noted under Scientific and Professional Instruction, further on. Furman University and Wofford College group their studies under independent schools, the former having 7, the latter 9, embracing the usual collegiate studies.

For statistics of the above institutions, see Table IX of the appendix; for summaries of the same, see a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Williamston College, since 1877, has modified its plan of study and differs from most schools of its kind. The college year is divided into 9 sections of 5 weeks each, one of which is devoted to one of the 4 departments in the course of study, each student giving special attention to one principal subject for 5 weeks. Commencement days are dropped, each student graduating on completion of the full course. Instead of prizes

or excellence in scholarship, a discount of 10 to 50 per cent. is allowed from the section tuition fee to those whose report for any section averages from 85 to 88, up to 97 to 100. The plan is said to work well, the students unanimously preferring it to the old system.

For statistics of 6 institutions for the superior instruction of young women reporting (all authorized by law to confer collegiate degrees), see Table VIII of the appendix; for a summary of same, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *South Carolina College of Agriculture and Mechanic Arts*, a department of the South Carolina College, is for the education of young white men of the State. It offers courses of general science, mechanics and engineering, and agriculture and chemistry, each of 4 years, and also shorter ones in science and agriculture, each of 2 years. There are 30 acres of land, on which experiments testing different varieties of cereals and the effects of different fertilizers were in progress, and several hundred varieties of fruit trees and small fruits were planted. The trustees declare their intention to give prominence to the work of this department of the college.

The *South Carolina Agricultural College and Mechanics' Institute*, at Orangeburg, is for the education of colored students, and has a farm of 150 acres, cultivated largely by student labor, by which many nearly support themselves. It is supported principally by the income from the sale of lands granted by the United States for the encouragement of industrial education. Its scientific course covers 4 years. The mechanical department has been organized by an appropriation from the State fund, and shops with the necessary machinery are soon to be ready.

The *South Carolina Military Academy*, Charleston, groups its studies under five courses of 4 years each: (1) Mathematics and engineering; (2) physical science; (3) history, belles letters, and ethics; (4) modern languages, and (5) military science and tactics. Each county of the State was entitled for 1882-'83 and 1883-'84 to two beneficiary cadets, to be maintained and educated at the public expense. All students are received on a probation of 3 months; if found unsuitable, they are dismissed. The academic year is from October 1 to August 1, with semiannual and annual examinations.

For statistics of the above scientific schools, see Table X of the appendix; for a summary of same, the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction continues to be given in the Baker Theological Institute, connected with Claflin University, Orangeburg (Methodist Episcopal); in the theological department of Allen University, Columbia (Methodist Episcopal), in a 3-year course; in the Benedict Institute, Columbia (Baptist), in a course of 3 years; and in the Theological Seminary of the General Assembly of the Presbyterian Church South, Columbia, the last, reopened in 1882 after having been closed for several years, having a full course of 3 years and a library of 23,000 volumes.

For statistics of the above, see Table XI of the appendix.

Legal.—The law department of Allen University, Columbia, offers the usual 2-year course of instruction to students desiring to pursue the study of law. In 1883-'84 it had 1 professor and 1 instructor, with 5 students, 4 graduating with the degree of LL. B.

Medical.—The Medical College of the State of South Carolina, Charleston, reports for 1883-'84 a faculty of 7 professors, with 6 other instructors. A graded course of study is recommended, but not required. There are no requirements for admission, but for graduation there are required 3 years of study, attendance on 2 full lecture courses of 20 weeks each, and a final satisfactory examination. In 1883-'84 there were 20 graduates in medicine and 3 in pharmacy out of a matriculation of 80.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The South Carolina Institution for the Deaf and Dumb and the Blind, Cedar Spring, has for the deaf-mutes 2 teachers of the sign system and 1 for the oral; for the blind, 2 teachers for the literary, musical, and tuning departments. In school the deaf are taught the elementary branches prepared especially for them, besides biblical and general literature, articulation, and lip reading. The blind, beyond the elementary studies, are instructed in English literature, geography (with map lessons), history, natural philosophy, rhetoric, algebra, geometry, Latin, biblical and general literature, vocal and instrumental music, and tuning. For industries, the boys have shoemak-

ing, printing, broom, brush, and mattress making and chair seating; the girls, house, kitchen, and laundry work, plain sewing, knitting, and fancy work in beads, wool, and cotton.

EDUCATION OF ORPHANS.

There are two institutions for the education of orphans in South Carolina, of which a few interesting facts are given: The *Thornwell Orphanage*, Clinton, in 1883 closed its eighth year with 4 teachers and 50 inmates. It is under the care of the Presbyterian Church South, and is supported by contributions, from a part of which an increasing endowment fund is created. From a building fund an orphan seminary was built during the year, while the current expenses were paid from a fund for its support. Income from all sources, \$2,771. A collegiate course for the girls is in view, and for the boys, a farm, workshop, and printing office have been introduced. The school is the main feature of the orphanage, which has a library of 897 volumes.

The *Holy Communion Church Institute*, an excellent high grade school for boys, continues to advance its standard of education and increase its numbers. In 1883 there were 203 boys, with 100 in the day school; in 1884, 216 boys in the institute and 104 in the day school. A large 4-story building for dining rooms and dormitories was erected during 1883; also, a chapel, seating 550, at a cost of \$21,335. Total expenditure for the year, \$60,058, nearly \$18,000 of which was raised at home, the balance abroad.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATIONS.

The information as to these means of improving teachers is far from being as explicit as could be desired. In July, 1881, the first State Normal Institute for Colored Teachers, held at Columbia with an attendance of 185, was made by the teachers an occasion for the organization of the first State Teachers' Association of their race ever organized in America. This association held its third annual session also at Columbia, July 12-17, 1883, when it claimed a membership of 225, presented an excellent scheme of studies, a constitution and by-laws for itself, and a form of constitution for county teachers' associations, which were adopted. The proceedings of that session were very interesting and exceedingly creditable to those engaged in them, but were too full to be detailed here. The subjects treated were "The free school as the corner stone of republican institutions;" "Novel reading," as having its two sides of vileness and of healthful interest; "The illiteracy problem in South Carolina;" and "A cultured womanhood the beacon light of christian civilization."

In 1884, in connection with the fifth session of the State Normal Institute for Whites, at Columbia, Dr. James H. Carlyle, president, and Dr. Chas. F. Smith, of Vanderbilt University, lecturer, several sessions of the State Teachers' Association are said to have been held in the evenings, when measures were taken for the better organization of the association, for the formation of auxiliary associations in the counties, and for the publication of a State journal of education. As Mr. D. B. Johnson, of Columbia, the white superintendent of schools in that place, was chosen president for the ensuing year and as the institute was for whites, it is inferred that this second association is one for the white teachers of the State, and that it will be heard from as such.

CHIEF STATE SCHOOL OFFICER.

Hon. ASBURY COWARD, *State superintendent of education, Columbia.*

[Term, January 1, 1883, to January 1, 1885.]

TENNESSEE.

STATISTICAL SUMMARY. *a*

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21).....	418,872	420,997	2,125	.....
Colored youth of school age (6-21)....	142,624	150,832	8,208	.....
Whole number of school age	561,496	585,391	23,895	.....
White youth in public schools.....	261,297	272,850	11,553	.....
Colored youth in public schools.....	65,934	77,293	11,359	.....
Whole public school enrolment.....	327,231	350,143	22,912	.....
Average daily attendance, white.....	144,306	160,966	16,660	.....
Average daily attendance, colored....	31,498	44,513	13,015	.....
Whole average daily attendance.....	175,804	205,479	29,675	.....
Per cent. of public school enrolment to youth of school age.	58.28	59.81	1.53	.....
Per cent. of average daily attendance to youth of school age.	31.31	35.10	3.79	.....
Enrolled in private schools.....	31,903	33,743	1,840	.....
Average daily attendance in these....	20,576	27,389	6,813	.....
Pupils in public and private schools..	359,134	383,886	24,752	.....
Average daily attendance in both....	196,380	232,868	36,488	.....
Per cent. of this to youth of school age.	34.97	39.78	4.81	.....
SCHOOLS AND SCHOOL-HOUSES.				
Public schools for white youth	4,727	4,924	197	.....
Public schools for colored youth.....	1,384	1,471	87	.....
Whole number for both races.....	6,111	6,395	284	.....
Number of these graded	333	471	138	.....
Number of them consolidated	255	230	.....	25
Number under city school boards.....	69	93	24	.....
Public school-houses	4,506	4,735	229	.....
Average time of schools, in days.....	78	78	.....	.....
Private schools reported	1,015	893	.....	122
TEACHERS.				
White teachers in public schools	5,280	5,410	130	.....
Colored teachers in public schools....	1,453	1,518	65	.....
Whole number teaching in them.....	6,733	6,928	195	.....
Teachers in private schools.....	1,172	1,085	.....	87
FINANCIAL STATEMENT.				
Whole expenditure for public schools..	\$918,863	\$955,470	\$36,607	.....
Valuation of State school property ...	1,120,550	1,367,445	246,895	.....
Permanent State school fund.....	2,512,500	2,512,500	.....	.....
Average monthly pay of teachers.....	27 79	28 41	62	.....

a In 1882-'83, 4 counties failed to report the number of teachers; 5, the pupils enrolled; 25, the average daily attendance; 5, their receipts of school money and their expenditure for schools; 10, the number and kind of school-houses; 13, their valuation of school property; 28, the number of private schools within their counties. In 1883-'84, 3 counties are incompletely reported and their respective school populations are represented in the total by the figures of the preceding year. More detailed statistics not yet received may slightly modify the summary for this year.

(From reports of Hon. Thomas H. Paine, State superintendent of public schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The report from this State for 1881-'82 showed a falling off in the number of school youth to be instructed and a large decrease in the number brought under instruction both in private and public schools. From that time of decline there appears now a great reaction in a school system full of vigorous life. In 1882-'83 school youth presented an advance of 12,290; while attendance in public schools rose from 264,356 to 327,231, making this attendance 58.28 per cent. of the whole number of school age in the State; the number of pupils in all schools rose from 290,504 to 359,134, and average attendance in all schools was 34.97 per cent. of the whole number entitled to instruction.

In 1883-'84, as may be seen from the statistical summary preceding, this great increase still went on, school youth being 23,895 more numerous, enrolment of these in public schools 22,912 greater, and average daily attendance 29,675 more than in 1882-'83, an increase of 3.79 per cent. in this respect within a year. Adding to this the average attendance in private and church schools shows a total of 232,868 youth daily in the different schools, an increase of 36,488 within a year, or 39.78 per cent. of all school youth brought under instruction during the average school term.

ADMINISTRATION.

For general supervision there is a State superintendent of public schools, nominated biennially by the governor and confirmed by the senate; for local supervision, a superintendent for each county is chosen by the county court biennially; and in each district there are 3 directors, elected by the people for 3 years, one going out each year. The law requires State and county superintendents to be persons of literary and scientific attainments and of skill and experience in the art of teaching. The public schools are free to all youth of school age (6-21), but separate schools must be maintained for white and colored. The studies in them include only the ordinary branches, with vocal music, elementary geology of Tennessee, and elementary principles of agriculture, though other and higher branches may be provided for by local taxation or be allowed by special regulations on the payment of tuition fees. The union of public schools with academies and colleges (allowed by law) facilitates such arrangements. The establishment of public high schools is encouraged when the population justifies it.

SCHOOL FINANCES.

The entire permanent State school fund amounts to \$2,512,500, and the public schools are maintained by the interest arising therefrom, by a poll tax of \$1 on each man living in the State, and by a property tax of 1 mill on each \$1, all distributed on the basis of scholastic population. If from these sources there should not be enough to sustain schools five months in the year, the county courts, of their own motion or following a vote of the people, may levy an additional tax to keep them open for that time or longer; the whole amount, however, is not to exceed the entire State tax.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

For cities there are boards of education elected by the people. City superintendents are elected by these boards.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Chattanooga.....	12,892	3,929	2,144	.....	36	\$27,133
Knoxville.....	9,693	3,196	2,265	1,519	34	19,921
Memphis.....	33,592	11,200	4,323	2,814	65	45,023
Nashville.....	43,350	13,476	6,168	4,408	105	89,197

1883-'84.

Chattanooga.....	12,892	.....	.....	.....	.....	.....
Knoxville.....	9,693	4,315	2,737	1,955	44	24,421
Memphis.....	33,592	13,169	4,226	2,981	68	47,391
Nashville.....	43,350	14,010	7,073	5,498	116	87,557

ADDITIONAL PARTICULARS.

Chattanooga reported for 1882-'83 graded schools taught 168 days in 7 buildings, containing 26 rooms, all school property being valued at \$45,000. There were 350 pupils in private and church schools and about 1,400 youth 6-21 not under any school instruction. Music and penmanship were taught, but no special teachers were employed. All teachers who have taught for five consecutive years in the public schools of the city are allowed \$50 extra on their yearly salary. Although there was a decrease in school-houses reported the value of school property increased by \$5,250.

Knorrville in 1883-'84 reported graded schools in 8 buildings, containing 41 rooms, with 1,805 sittings for study, considerably less than the average attendance; but 3 buildings were added during the year, with accommodations for 445 more children. The schools were taught 189 days by 13 men and 31 women, an increase of 12 teachers. There was also an increase in school population, enrolment, and average daily attendance. Private and church schools enrolled 250 pupils, as far as reported, leaving about 1,800 youth between the ages of 6 and 21 years not attending any school. The valuation of public school property increased during the year from \$48,000 to \$50,500.

The *Memphis* schools in 1882-'83 were in a state of progression, but attendance was retarded by the lack of accommodations. The superintendent said, in an interview published in the *Memphis Appeal*, that the school-houses were all full, and that, if the room would admit of it, the enrolment would be increased fully 2,000.

In 1883-'84 there was an increase of 1,969 in school population, with a slight decrease in enrolment. Graded schools were taught 167 days by 7 men and 61 women in 12 buildings, with 68 rooms for study and recitation. Four more school rooms were in use, though the number of buildings reported was the same. The school debt was reduced during the year from \$15,532 to \$10,185, giving a brighter outlook for the future. Public school property was valued at \$131,400.

Nashville shows advance at many points over 1882-'83. With only 534 additional school youth, there were 905 more enrolled, 1,090 more in average daily attendance, and 11 more teachers. Two new school buildings, making 13 in all, advanced the value of school property to \$231,000, an increase of \$35,000. With this addition of buildings there was a gain of only about 600 sittings, one of the new buildings taking the place of a rented one of nearly the same capacity. The large increase of attendance called for another building, of a seating capacity of 500 at least, for the whites; another for the colored; and still another, in the near future, for the high school. The schools were taught 187 days. The course of study in those below the high school extends over 8 years; including the latter, 11 years. A special course of drawing and writing is included.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR CERTIFICATES.

No person may be employed as a teacher in any public school or receive pay from the public funds without a certificate of qualification from his county superintendent, who, under the direction of the State superintendent, examines and licenses applicants. Any officer who shall make or sanction a payment to an unlicensed teacher is subject to a penalty of not less than \$5 nor more than \$50. The law also directs that for like services of male and female teachers like salaries shall be paid.

STATE NORMAL TRAINING.

The State Normal College, organized under a law of 1875, is a department of the State University at Nashville. It derives its support from the funds of the university, the Peabody educational fund, and an appropriation from the State. It receives students of either sex, and, while it is a State normal school for Tennessee, it receives students, mostly on Peabody scholarships, from other Southern States.

Applicants for admission must pass an examination in grammar school studies and declare their determination to become teachers. The course, covering 3 years, embraces a review of all the elementary studies and some in the higher branches, with reference to the best way of teaching them, including management of classes and schools, organization, and discipline. The diploma of the college includes the degree of licentiate of instruction, and is given to those who complete the entire course; it entitles the holder to teach in any county in the State without further examination. Students who complete the fourth year, for more advanced studies, receive the A. B. degree of the university in addition to that of the regular licentiate.

For statistics of this and 11 other normal institutions and departments reporting for 1883-'84, see Table III of the appendix; for summary of same, the report of the Commissioner preceding.

NORMAL INSTITUTES.

Normal institutes, under the supervision of the State superintendent, were held, in 1883-'84, at Covington, for one week; at Humboldt, Lewisburg, Mont Eagle, and

Knoxville, each for one month. Three were held for colored teachers and also several county institutes. All received aid from the Peabody fund. Instruction was given by some of the best teachers and professors in the State and much interest is said to have been manifested by the people and students. In several of the county institutes referred to, experts were employed to lecture on the most improved method of imparting instruction, greatly benefiting the teachers and awakening a healthier public sentiment in favor of free education.

EDUCATIONAL JOURNAL.

The Tennessee Journal of Education, the most important educational journal in the State, edited by Hon. Leon. Trousdale, former State superintendent, was in its first volume from March, 1883, to February, 1884, beginning then a new volume as the Southwestern Journal of Education. The Southern Teacher was continued into 1883, but no numbers have been received since May of that year. Other education journals are the West Tennessee Normal and The Southern Normalist, published by the literary societies of the normal college at Nashville, and occasionally educational information has come through the columns of The Christian Advocate.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The State report for 1882-'83, the latest complete report received, gives no full statistics of the high schools, but shows 7 in Carroll County, 5 with annual sessions of 10 months each and 2 with 5 months each. Other counties do not report on this point. Some of the larger cities, such as Knoxville, Nashville, and Memphis, report statistics of their high schools, the first 2 having courses of 3 years, the last with one of 4. From Chattanooga, which showed a high school in 1881-'82, there is no report since that date. Union City, one of the smaller cities of the State, having only 3,500 inhabitants, reported a high school which more than prepared pupils for college, embracing in its course Greek, Latin, French, and German.

OTHER SECONDARY SCHOOLS.

For information as to business colleges, private academic schools, schools specially engaged in preparing pupils for college, and preparatory departments of universities or colleges, see Tables IV, VI, VII, and IX of appendix; for summaries of same, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Tennessee in 1883-'84 distributed its course of instruction among 8 distinct schools, each organized into classes of different grades, covering the several topics embraced in the school. These schools are: (1) Agriculture, horticulture, and botany; (2) natural history and geology; (3) chemistry and mineralogy; (4) applied mathematics; (5) pure mathematics; (6) ancient languages; (7) English and modern languages; and (8) history and philosophy. There is a subcollegiate course of 2 years for those not prepared to enter the collegiate classes. The classical course of 4 years leads to the degree of A. B. For scientific courses, see Scientific Instruction, further on. Of the 20 other colleges and universities reporting, 12 admitted women on equal terms with men.

For their statistics, see Table IX of the appendix; for a summary of their statistics, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of the 22 schools of this class on the lists of the Bureau, 17 were authorized to confer collegiate degrees. No material changes in their organization or courses of study are noted since the last report of 1881-'82. The Broadhurst Institute, Clarksville, reappeared in 1883-'84 with preparatory and collegiate departments of a fair standard, and La Grange College, La Grange, after a brief suspension, reopened in September, 1883. Most of these schools continue to report courses of from 4 to 7 years, including music, drawing, painting, and modern languages, besides other studies necessary to the collegiate degree, a few showing also commercial and teachers' courses.

For their statistics, see Table VIII of the appendix; for a summary, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State University and Agricultural and Mechanical College, Knoxville, offered in 1883-'84 courses in general science and in arts, in agriculture, in civil, mechanical, and mining engineering, and in applied chemistry, each of 4 years; also special courses

in applied mathematics, in practical agriculture, and in agricultural apprenticeship, each of 2 years. The last course is accompanied by work on the farm during the afternoon of each day.

For statistics of the above and of the scientific departments of other colleges and universities in the State reporting, see Table X of the appendix; for summaries of them, the report of the Commissioner preceding.

PROFESSIONAL.

Theological training continued to be given in the Vanderbilt, Fisk, East Tennessee Wesleyan, and Southwestern Universities, University of the South, and Central Tennessee College, in courses of 3 years each; in Cumberland and Roger Williams Universities, in courses of 2 years each; while in Burritt College biblical instruction was given throughout the collegiate course, the biblical school being optional.

For statistics, see Table XI of the appendix.

Legal instruction continued to be offered in the Vanderbilt and Cumberland Universities and in Central Tennessee College, with the usual requirements for admission and graduation.

Medical studies were still pursued in the Nashville Medical College, a department of the State university; in the medical departments of the University of Nashville and Vanderbilt University, Nashville; in the Memphis Medical School, a department of the University of Tennessee; in the Meharry Medical Department of Central Tennessee College, Nashville (for colored students), and in the Memphis Hospital Medical College, a department of Southwest Baptist University. The first two named recommend but do not require students to take a 3-year graded course of instruction, all graduate students on the old plan being required to pursue a 3-year study of medicine, including attendance on two terms of lectures.

Dentistry was taught in the dental departments of the State and Vanderbilt Universities; and *pharmacy*, in Vanderbilt University, under the usual requirements for admission and graduation.

For statistics of schools of medicine, dentistry, and pharmacy, see Table XIII of the appendix; and for a summary of their statistics, the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.

The *Tennessee School for the Deaf and Dumb*, Knoxville, in 1882-'83 reported 101 inmates in the white department and 10 in the colored. All deaf-mutes in the State of proper age and sound physical condition are received free of expense.

The *Tennessee School for the Blind*, Nashville, continues to make provision for the white and colored blind.

In 1883-'84 separate buildings were erected for the colored pupils, means having been provided by the legislature for this purpose. The school is graded, embracing the common and some of the higher branches. Instruction is also given in vocal and instrumental music, including practice on a pipe organ recently presented by the State. Much attention is given to tuning pianos. In the industrial department mattress and broom making is taught, while the girls are trained in bead work, knitting, crocheting, and sewing by hand and machine. It was estimated that there are in the State about 212 blind youth of lawful age to enter this institution, but of these only 51 were enrolled.

For statistics of these two institutions, see Tables XVIII and XIX of the appendix; for summaries, see the report of the Commissioner preceding.

INDUSTRIAL SCHOOL.

The Austin Industrial School, Knoxville, was established by Miss E. L. Austin as a department of the public schools for colored children, and admits those who for want of room attend the regular school only a half day at a time, and trains them in industrial classes the other half. During the year 1883-'84, 225 were trained in the sewing school; 267, in the little housekeepers' class; and 199, in the training shop, in carpentry. During the holidays a substantial dinner for 25 guests was cooked and served by the cookery class, a charge of 10 cents each defraying the entire expense.

EDUCATION OF ORPHANS.

For statistics of schools and institutions for the care and training of orphan children, see Table XXII of the appendix; for a summary of same, the report of the Commissioner preceding.

EDUCATIONAL CONVENTIONS.

SUMMER INSTITUTE.

This organization for study and instruction held its first meeting at Mont Eagle Springs, Cumberland Mountain, July 2 to August 4, 1883, under the direction of Prof. Jas. E. Scobey, of Murfreesboro', who gave instruction in English and supplemented the work in other departments. Mr. A. D. Wharton, of the Nashville High School, had charge of mathematics; G. R. McGee, of Trenton, charge of history; Mr. J. I. D. Hinds, of botany; Miss Acree, of Memphis, of primary studies; Messrs. Goodman and Baily, of writing and music. Teachers attending, 150. Educational conferences were held every Saturday.

An extensive program for a meeting of this body at Mont Eagle, to be held in the summer of 1884, appears in the *Southwestern Journal of Education* for April and May, 1884, the inauguration of a "Southern Chautauqua" being the object. The presence of a large number of superintendents, leading educators, and managers of Chautauqua schools was promised, and arrangements were made for instruction by distinguished teachers in reading and elocution, writing and book-keeping, geography, arithmetic, grammar and language, history of the United States, geology of the Southern States, music, calisthenics, hygiene, and morals. Lectures on drawing and moulding, on manual training, on object teaching, on school management, and on Kindergarten work were also to be delivered. A teachers' institute, with a wide range of interesting and useful themes, was in the program; but, though it is understood that the program was carried out, no account of the proceedings and attendance has reached this Bureau.

CHIEF STATE SCHOOL OFFICER.

HON. THOMAS H. PAINE, *State superintendent of public schools, Nashville.*

[Term, January 15, 1883, to January 15, 1885.]

TEXAS.

STATISTICAL SUMMARY. *a*

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White children of school age <i>b</i>	214,398	231,069	16,671	.....
Colored children of school age <i>b</i>	81,059	80,065	.....	994
Total children of school age <i>b</i>	295,457	311,134	15,677	.....
White children enrolled in public schools.	112,569	148,639	36,070	.....
Colored children enrolled.....	40,473	56,160	15,687	.....
Total enrolment.....	c183,849	c244,895	61,046	.....
Average daily attendance.....	d60,259	.....	.....	.....
Per cent. of school population enrolled.	62.23	78.71	16.48	.....
Per cent. of school population in average daily attendance.	20.39	.....	.....	.....
Children paying tuition.....	30,049	37,594	7,545	.....
SCHOOL COMMUNITIES AND SCHOOLS.				
White school communities.....	4,435	4,860	425	.....
Colored school communities.....	1,283	1,547	264	.....
Schools for white children.....	3,996	4,399	403	.....
Schools for colored children.....	1,181	1,432	251	.....
School-houses reported.....	1,041	1,441	400	.....
Average length of school in counties, in days.	80	100	20	.....
Average length of school in cities, in days.	179	164	.....	15
TEACHERS.				
Men teaching public schools.....	d3,767	4,326	559	.....
Women teaching public schools.....	d1,270	1,957	687	.....
Whole number of teachers.....	d5,037	e6,369	1,332	.....
FINANCIAL STATEMENT.				
Expenditure for public schools <i>f</i>	\$1,150,332	\$1,661,476	\$511,144	.....

a Reports received in each year from only 125 counties out of 166; in several particulars, from a much smaller number.

b School age 8-14 up to January, 1884, when it was made 8-16.

c The race of 30,807 not reported in 1882-'83 nor that of 40,096 in 1883-'84.

d In 1882.

e The sex of 86 not reported.

f Actual expenditure not reported. Includes funds paid teachers from private sources and in cities.

(From reports of Hon. B. M. Baker, State superintendent of public instruction.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The preceding summary shows an increase for the year of about 61,000 children enrolled in public schools, with only about 15,700 more reported as of legal school age. There were 654 more schools reported, expenditures being about \$511,000 more, the average term having been extended 20 days in the country and shortened 15 days in cities. It must be remembered, however, that the statistics from this State continue to be very imperfect, owing to the failure of many county judges to report. Out of 166 counties only 125 sent reports for the two years under review, a smaller number than in 1882. Under these circumstances little dependence could be placed in the results shown by the above comparison, were it not that their indications of progress are confirmed by the superintendent, who says that during these two years popular education was unusually prosperous. He expresses the belief that the free schools

have passed the experimental stage and have so firmly fixed themselves in public esteem as to stand in no danger of discontinuance. Public school funds increased even in greater proportion than did the number of legal school age, notwithstanding the extension of the latter. There was, too, a marked improvement in the attainments and efficiency of public school teachers, who were seeking a better preparation for their work, some at the State normal institutes, others through home study.

The explanation given by the superintendent of the fact that so many county judges fail to report the school statistics is that these officers have not time for such duties. He advises that the State be divided into districts and that superintendents be appointed or elected for them, these superintendents to relieve county judges of the school duties now imposed on them, besides attending to additional work, including the examination of teachers.

ADMINISTRATION.

By the school law of 1883, under which the State school system was operated and reported for 1882-'83 and 1883-'84, the public schools were under a State board of education, composed of the governor, the secretary of state, and the State comptroller. The board was authorized to appoint some competent person as secretary, to receive a salary of \$1,800 a year.

County school affairs were then and still are superintended by county judges, the judge of each county appointing annually a board of 3 examiners for the examination of teachers. The school funds were distributed to the several counties in proportion to their school population, white and colored, then 8-14 years of age; but the races must be taught separately, and no sectarian schools could receive any public school money.

For changes since made, see New Legislation, below.

SCHOOL FINANCES.

The funds for the support of public schools are derived from the interest of a permanent public school fund, from legislative appropriations not to exceed one-fourth of the general revenue, and from a poll tax of \$1 annually on all male inhabitants of the State 21 to 60 years of age, and in incorporated cities and towns, if the taxpayers so decide, an additional sum, not to exceed 50 cents on \$100 of city property. Under certain regulations and restrictions, not distinctly stated in the law at hand, boards of aldermen had power in 1883 and 1884, at least, to levy and collect ad valorem taxes for the support of public free schools.

In 1882-'83 the State received from the Peabody fund \$13,600 in aid of public schools, institutes, and Nashville scholarships; in 1883-'84, \$5,750.

NEW LEGISLATION.

At a specially called session of the legislature, January, 1884, as appears from a report in the State School Journal, an improvement of the school law was effected: the office of State superintendent of public instruction is reaffirmed and the superintendent is made the official secretary of the State board of education; boards of examiners of teachers, who must themselves hold first grade certificates, are provided; salaries are to be proportioned in the three grades; a certificate from the State normal school or from one of the State summer normals exempts its holder from examination by the county normal boards; a diploma from a Texas State normal is substantially a life certificate; and colored school communities are given the right to have trustees of their own race for their schools.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

The councils or boards of aldermen of cities and towns are invested with exclusive power to maintain, regulate, control, and govern all the public free schools within their limits. Austin, Galveston, Houston, and others of the larger cities have school superintendents.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Austin	10,960	1,459	.....	.....	.....	.....
Dallas	10,358	1,455	.....	.....	.....	.....
Galveston	22,248	3,698	2,656	.....	.....	.....
Houston	16,513	2,861	1,822	1,137	29	\$19,207
San Antonio.....	20,550	4,006	2,325	.....	.....	.....

Statistics—Continued.

1883-'84.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Austin	10,960	1,610	.....	.....	34	.....
Dallas	10,358	1,700	.....	.....	16	.....
Galveston	22,248	3,993	2,800	1,828	50	\$43,838
Houston	16,513	3,140	1,937	.....	37	.....
San Antonio.....	20,550	4,695	2,807	.....	38	.....

ADDITIONAL PARTICULARS.

Austin in 1883-'84 maintained 26 white and 8 colored schools in 8 school-houses, the State apportionment for the same being \$7,245. The average length of school term for the year was a little less than 9 months.

Dallas reported 4 white schools and 2 colored, with 945 white pupils and 309 colored. Of the 1,760 children of school age in the city, only 7 white and 10 colored are reported as not being able to read. State apportionment, \$7,920.

Galveston had 6 white and 2 colored schools, with about 2,000 sittings, the State appropriating \$17,960 toward their support. Of the \$3,300 given the State from the Peabody fund Galveston city schools received about \$1,400. A gift of \$50,000 was received from Mr. George Ball for a building for high and grammar schools, the city board giving a site valued at \$35,000.

Houston in 1883-'84 maintained 19 schools for whites and 11 for colored. Enrolment in them, 1,173 white and 764 colored pupils. Of the 3,140 children of school age, only 93 colored youth were reported as not being able to read. Amount of school apportionment from the State, \$14,130. The schools are classed as primary, grammar, high, and normal, with special attention given to the study of German.

San Antonio in 1883-'84 maintained 5 white schools and 1 colored, with an enrolment of 2,377 white and 430 colored pupils. The schools were taught 10 months by 32 white and 6 colored teachers. Amount of State apportionment, \$21,475.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

Persons wishing to teach in the State free schools must have from the county judge certificates of qualification, both moral and intellectual, the former based upon the judge's knowledge or on evidence that satisfies him on that point; the latter, on the oath of the county board of examiners or on the certificate of the State normal school or of a Texas summer normal school that the applicants have passed the required examinations. The examinations for a third grade certificate cover only spelling, reading, writing, arithmetic, geography, and English grammar; for a second grade, in addition, composition and history of the United States; for a first grade, all the above, with elementary algebra, geometry, natural philosophy, school discipline, and methods of teaching. A certificate of either of these three grades is only valid for a year, but may be renewed by the county judge without examination if the teacher has proved successful. The diplomas and certificates of a Texas State normal school are substantially for 3 years, 2 years, or during good behavior.

STATE NORMAL TRAINING.

The *Sam Houston Normal Institute*, Huntsville, offers a 3-year course of strictly professional training, aiming to furnish competent teachers for the public schools. State students (4 from each senatorial district and 6 from the State at large) receive board free for one year, but books and tuition are free to all. The school in 1882-'83 reported 190 students and graduated 77; in 1883-'84, 200 students, of whom 117 were graduated. The model school was suspended in 1882-'83 for want of room.

In *Galveston* provision is made for 2 normal classes, one for white and another for colored teachers, and all teachers of public schools are required to attend regularly upon the class to which they are assigned.

In *Houston* teachers' normal classes are conducted every Saturday by the superintendent with satisfactory results. A normal class is also connected with the high school.

OTHER NORMAL TRAINING.

Tillotson Collegiate and Normal Institute, Austin, presents an elementary and a higher normal course of instruction, each covering 2 years. To those preparing for the profession, both courses are recommended. The institute enrolled 177 students in 1883-'84, of whom 8 were in the normal courses.

TEACHERS' INSTITUTES.

Teachers are required by law to attend institutes held in their respective counties, and in 1884 there were 42 held during the month of July, 11 of which were for colored teachers. Total enrolment, 1,270 white teachers and 518 colored.

EDUCATIONAL JOURNAL.

The Texas School Journal, a monthly, published at Austin and edited by Hon. B. M. Baker, secretary of the State board of education, still continued to be the official organ of the department of education and gave much valuable information as to educational matters in the State.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report gives no information in regard to public high schools. The city of Houston in 1882-'83, reported 1, with an enrolment of 75 pupils and an average attendance of 55 and two 4-year courses of study, a classical and a general, the former including Latin, the latter French or German. By special ordinance of the city council, in order to render high school pupils eligible to free tuition, the school age was raised from 14 to 18 years.

OTHER SECONDARY SCHOOLS.

For information as to business colleges, private academies, and preparatory departments of colleges reporting, see Tables IV, VI, and VII of the appendix; for summaries of their statistics, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Texas was opened in September, 1883, at Austin, preliminary steps having been taken in 1881 by the legislature, which provided for the selection of its location by vote of the people, for its endowment, and for the appointment of regents, who were to contract for a suitable building, elect a faculty, and take other necessary action. In accordance with the decision of the voters, the academic and law departments were located at Austin and the medical department at Galveston. The endowment of the university is to comprise the proceeds of a million acres of the public domain, besides other lands appropriated by the Republic of Texas in 1839 and by the State constitution in 1876. The law provides that the university shall be open to young men and women on equal terms and that tuition shall be free. Being a part of the public school system of the State, the university aims to establish a close connection with the public schools, and it is designed that as soon as practicable graduates from approved schools shall be admitted without examination. The academic department comprises instruction in literature, science, and the arts, the organization being that of distinct schools, of which there are 6, leading to the degrees of B. A., B. S., B. L., B. LIT., and M. A. The studies of the first 2 years are prescribed for candidates for a degree; after that, choice is allowed on advice from the faculty.

The other colleges and universities reporting are St. Mary's University, Galveston; Southwestern University, Georgetown; Baylor University, Independence; Mansfield Male and Female College, Mansfield; Salado College, Salado; Austin College, Sherman; Trinity University, Tehuacana; Waco University, Waco; Marvin College, Waxahatchie; and Add Ran College, Thorp's Spring, which for the first time appears in the list of collegiate institutions. Five of the above are for young men only, Southwestern University, however, providing an annex for young women; the other 5 admit both sexes on equal terms. Of these Waco University provides a somewhat different course for young women, supposed to be more suitable for them, which leads to the degree of maid of art; while Trinity University and Marvin College offer a shorter course, with the degree of mistress of English literature, to those who do not desire to take the regular one.

All the above colleges present preparatory departments and classical courses of 4 years, or that which amounts to the same, a number being arranged on the plan of independent schools. Modern languages form a part of the course in nearly all, and music, the fine arts, and business instruction, in many.

For statistics, see Table IX of the appendix; for a summary of them, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The collegiate institutions exclusively for young women are Dallas Female College, Dallas; Ursuline Academy, Galveston; the Ladies' Annex of Southwestern University, Georgetown (above referred to); Baylor Female College, Independence; Wood-

lawn Female College, Paris; Nazareth Academy, Victoria, and Waco Female College. All these are authorized by law to confer collegiate degrees. From Austin Female Institute, Bryan Female Institute, and Soule College, formerly reporting, no recent information has been received.

For statistics of those reporting, see Table VIII of the appendix; and for a summary, see the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Agricultural and Mechanical College of Texas, College Station, gives training in scientific, agricultural, and mechanical branches in courses of 3 years. The establishment of the new State University has been an advantage rather than otherwise to the college, the students now seeking instruction here being more entirely in sympathy with the industrial aims of the college than formerly. The agricultural department has gained decidedly in favor, earnest efforts having been made to dissipate the prejudice of students against this pursuit.

Courses of study in general science leading to the degree of B. S. are found in the State university, Southwestern University, and Add Ran and Marvin Colleges. Austin College gives the degree of civil engineer to students who complete a course in applied mathematics.

For statistics of scientific schools reporting, see Table X of the appendix; and for a summary, see the report of the Commissioner preceding.

PROFESSIONAL.

The *theological* schools reporting are the theological department of Baylor University (Baptist) and the Bishop Baptist College, Marshall, the latter first opened in 1881. Some theological instruction is also given at Trinity University, apparently during the collegiate course, and in Waco University special provision is made to aid young men who intend to become preachers in obtaining an education.

For statistics of theological schools, see Table XI of the appendix; and for a summary of them, the report of the Commissioner preceding.

Legal instruction is given in the law department of the University of Texas, organized in 1883 and offering the usual course of instruction in law, extending over 2 years. For statistics, see Table XI of the appendix; and for a summary, the report of the Commissioner preceding.

There are no *medical* colleges reporting from this State.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Texas Institution for the Deaf and Dumb, Austin, had 98 pupils in 1884, an increase of 4 over the preceding year, all under 9 instructors. Since its organization (1857) there have been 263 pupils under instruction, the average length of time spent by each in the institution being about 6 years. The common school branches were taught, as well as articulation, agriculture, printing, and shoemaking. The State appropriated \$98,736 for the institution in 1884. Valuation of grounds, buildings, &c., \$75,000. Expenditure for the year, \$94,000.

EDUCATION OF THE BLIND.

The Texas Institution for the Blind, Austin, had 99 pupils in March, 1884, an increase of 8, under 10 instructors. The common school and some of the higher branches were taught, with music and the industries of broom and mattress making, chair seating, piano tuning, bead work, and sewing. The State appropriated about \$31,000 during the year, which was the amount of the expenditure. Value of property belonging to the institution, about \$95,000.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The State Teachers' Association met at San Antonio, June 24-26, 1884, with president John Collier in the chair. Among the subjects of the different papers read were "Methods of moral instruction in public schools," "Compulsory education," "A chair of pedagogics in the State university," and "The proper work of the normal schools." Hon. B. M. Baker, State superintendent, delivered an address on "Our school law," pointing out objections to the old law and commending the new in the highest terms.

CHIEF STATE SCHOOL OFFICER.

Hon. B. M. BAKER, *secretary of State board of education, Austin.*¹

¹ After January, 1884, the title of this officer is State superintendent of public instruction.

VERMONT.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-20)	699,463	.....	.....	.....
Different scholars in the free schools..	672,842	673,283	441	.....
Number of these of school age (5-20)..	72,155	72,744	589	.....
Average daily attendance	46,112	47,607	1,495	.....
Per cent. of enrolment to school youth.	73.23	73.68	.45	.....
Per cent. of average attendance to school youth.	46.36	47.86	1.50	.....
Attendance in private and church schools.	6,680	8,004	1,324	.....
Attendance in graded public schools .....	.....	13,631	.....	.....
Attendance in ungraded ones.....	.....	59,652	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	2,330	2,290	.....	40
Number of public schools	2,553	2,550	.....	3
Number of graded public schools.....	.....	33	.....	.....
Average time of schools, in days	131	127	.....	4
Schools with not more than 12 scholars.	.....	555	.....	.....
Schools with not more than 6 scholars.	.....	115	.....	.....
TEACHERS EMPLOYED.				
Men teaching in public schools.....	550	540	.....	10
Women teaching in public schools....	3,745	3,723	.....	22
Total teaching in public schools.....	4,295	4,263	.....	32
Number from Vermont normal schools.	598	521	.....	77
FINANCIAL STATEMENT.				
Whole expenditure for public schools.	\$558,290	\$590,581	\$32,291	.....
Available school fund.....	669,087	669,087	.....	.....
Average monthly pay of men teaching.	32 48	34 82	2 34	.....
Average monthly pay of women	19 32	20 04	72	.....

^a United States Census of 1880.

^b Includes some that were over school age and, possibly, some from Canada or New Hampshire.

(From report and returns of Hon. Justus Dartt, State superintendent of education, for the two years above indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The educational condition shown in the figures of the State report for the year above presented indicates progress as far as it can be looked for in view of all the circumstances. Although in both years business was depressed, more money was expended for public schools than in any year since 1876-'77, while attendance in them was fairly kept up, in view of the difficulties it must encounter in a State with rugged mountain ranges, a severe winter, and a school system not yet brought to the point that could be desired.

The per cent. of both enrolment and average attendance in the public schools was good and there was a diminution in school districts, resulting from substitution of the town

system, with its graded schools and better pay for teachers. There were 77 fewer teachers who had attended the State normal schools, but there was an increase in average daily attendance in 1883-'84. The superintendent says that, while the needs of the ungraded schools, in which are nearly six-sevenths of the whole enrolment of the State, are many and great, there are signs of improvement even in these. On the whole, the people show more interest; there is greater demand for well qualified teachers; 7 more towns have changed from the district to the town system, making 19 in all. Nearly every town superintendent reporting advocates the town system and the introduction of free text books.

ADMINISTRATION.

The school officers are, for the State, a superintendent of education, elected at each biennial session of the general assembly; for towns, superintendents, elected for 1-year terms; for counties, examining boards, with clerks; for districts, moderators, clerks, collectors of taxes, treasurers, 1 or 3 auditors, and prudential committees.

In towns where the district system has been abolished there are boards of 3 or 6 directors; and any town having a high or central school elects for such school a prudential committee of 3, with annual change of 1. Women have the same right as men to vote in all school district meetings and in election of school commissioners in towns and cities, and the same right to hold school offices. A town at its annual meeting may abolish the district system in such town. Unless otherwise instructed, every child of good health and sound mind between 7 and 14 years of age is required by law to attend a public school at least 3 months in the year. A district may establish evening schools, each evening to be regarded as a half day session of a public school.

SCHOOL FINANCES.

Public schools are sustained by district and town taxation and the income from town school funds and from the United States deposit fund. The interest on the last is apportioned to towns according to population, while one-half of the town school money, if it does not exceed \$1,200, or, if it does, one-third of it, is equally divided among the districts of such towns. The remainder is divided among the districts according to the attendance of the children of school age during the previous year. Towns failing to assess school taxes forfeit to the county a sum equal to double the amount required to be raised by such tax, to be recovered by the county court. No public money of any town is to be distributed to any school district employing a teacher without the certificate required by law, nor to any district whose register does not contain the certificate of the town superintendent. No money raised on the grand list may be apportioned for the maintenance of strictly sectarian or religious schools.

NEW LEGISLATION.

The legislature of 1882 provided that books recommended by the text book committees of the towns in 1879 be the authorized text books till November, 1889, and that all others be prohibited. As to studies, the law, as amended, provided that one or more schools shall be maintained in each town for instruction of the youth in good behavior, reading, writing, spelling, English grammar, geography, arithmetic, free-hand drawing, history, and Constitution of the United States and of the State of Vermont, and in elementary physiology and hygiene, with explanation of the effects of stimulants and narcotics on the human system. The time for such instruction was made to cover at least 20 weeks in each school year. The time allowed each teacher to attend a teachers' institute, held in pursuance to law, and reckoned as so much time in teaching, was limited to 3 days.

In distributing public money the selectmen were required to reckon the school year from March 20 to March 19. The selectmen of any town were authorized to divide, unite, or otherwise alter school districts in their town on the petition in writing of a majority of the legal voters. School directors were authorized to provide for the conveyance of pupils to and from the public schools at the expense of the town. At the session of 1884 it was enacted that each town in which the district system exists shall, at the annual meetings of the town in 1885 and 1886, vote upon the question of adopting the town system.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

Burlington has a board of school commissioners of 6, 1 from each of the 5 wards and the city superintendent; Rutland, a board of education of 9 members, with a city superintendent.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Number of teachers.	Expendi- ture.
Burlington	11,365	a3,258	1,526	42	\$20,462
Rutland	12,149	.....	2,539	66	33,221

1883-'84.

Burlington	11,365	a3,258	1,603	48	20,727
Rutland	12,149	.....	2,776	70	24,500

a Census of 1878.

ADDITIONAL PARTICULARS.

The city superintendent of *Burlington* says that the schools are maintaining their reputation of past years, the general condition being somewhat improved. Special attention has been given to the health and comfort of pupils. The effort to lead them to act and work independently has been continued. Greater prominence has been given to topics which are essential or important. In school property no changes are reported, though there was great need of enlarged accommodations. The efficiency of the system does not appear to be as great as could be wished, as in 1883-'84 only 49.20 per cent. of the school youth enumerated 5 years before were enrolled in the public schools, or 1,603, against 1,000 in private and church schools. Adding both together and allowing for the increase of school youth since the census of 1878, the report estimates that nearly 1,000 children of school age were out of school.

Rutland grades its public schools as primary, secondary, and intermediate, each of 2 years, and grammar and high, each of 3 years. Statistics of 1883-'84 show a gain of 237 enrolled over 1882-'83 and of 4 in teachers, but a reduction of \$8,721 in expenditure for schools.

KINDERGÄRTEN.

None of these useful aids to early training of children are reported from this State.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

A certificate of graduation from the lower course of a normal school or of a training department of a graded school is a license to teach in the common schools of the State for 5 years; one from the higher course of such schools is a license for 10 years.

A county license for 5 years may be issued by the board of examiners chosen at the annual meeting of town superintendents of each county. Candidates must pass an examination on all the branches required by law to be taught in the common schools, and also in drawing and methods of teaching; they must, if men, be 20 years of age; if women, 18. A town certificate of qualification may be given to any one passing a satisfactory examination on the questions selected at the annual meeting of the town superintendents of the county. Except in the case of principals of graded and union schools, a teacher must hold one of the above certificates to make a valid contract for teaching.

STATE NORMAL TRAINING.

The State sustains 3 normal schools, at Castleton, Johnson, and Randolph. The reports for 1882-'83 and 1883-'84 show an aggregate attendance for the 2 years of 836 and 177 graduates. In courses of study, gradation of classes, regularity of attendance, and thoroughness of professional work, all report an advance over any previous year, while they as uniformly call for larger appropriations to supply real needs for a full normal training. The State superintendent suggests that there be 1 normal school wholly under the control of the State, and that the money now expended on the three be united on one.

For full statistics of each of the above schools, see Table III of the appendix; for summaries of same, the report of the Commissioner preceding.

OTHER NORMAL TRAINING.

In counties where there is no normal school a training school department may be organized in a legal graded school under the direction of the State superintendent,

the courses of study to be similar to those of the normal schools and the certificates of graduation to have a similar force as those of normal schools. No reports of such departments have come to this Office.

INSTITUTES AND EDUCATIONAL MEETINGS.

As required by law, 1 institute and 79 educational meetings for the instruction of teachers were held under the general supervision of the State superintendent in the 2 years under review. The institute held at Bradford for four days was well attended, and is said to have been ably instructed by a large number of leading educators, assisted by several teachers and classes from the schools. Of the other meetings no special mention is made, except that those at Newport, Irasburg, Bethel, and Glover were held in connection with county associations.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

For the two years under consideration 28 public high schools are reported in the State, with an aggregate attendance of 1,825. Of these, 466 studied Latin, 64 Greek, 168 French and German; 137 were graduated and 36 fitted for college. Thirteen of the schools had an aggregate of 3,783 volumes in libraries.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix; for summaries of same, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Vermont and State Agricultural College*, Burlington, continues its instruction in departments of art, applied science, and medicine, the first two open to women on equal terms with men. The department of art comprises the usual academic course of 4 years, leading to the degree of A. B. Candidates are admitted on examination, on certificate of graduation from preparatory schools whose courses of studies meet the requirements, on certificate of honorable dismissal from some other college or on evidence of proficiency in the studies proposed to be continued by the candidate. All male students are required to take part in military drill and instruction 2 hours each week. Through the liberality of John P. Howard, esq., the main college building has been reconstructed at an expense of more than \$40,000. The library contains 21,000 volumes, 12,000 of which were from that of the late Hon. George P. Marsh, presented to the university by Hon. Frederick Billings, of Woodstock, who has also given \$100,000 for a suitable building to contain the whole collection.

Middlebury College in 1882-'83 and 1883-'84 continued to confine its instruction to an extended classical course of 4 years, with high standard for admission. In all the studies of the departments in which honors are sought, a general average of 75 per cent. is required for "simple honors" and of 90 per cent. for "higher honors." During 1883-'84 \$1,500 from the estate of Rev. Thomas A. Merrill were paid to the college for the improvement of elocution. The college library, recently increased by liberal donations from the alumni, now contains more than 15,000 volumes.

Lewis College, Northfield, though largely scientific, offers the usual academic course of American colleges.

For statistics of the above, see Table IX of the appendix; for a summary of same, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The Vermont Methodist Seminary and Female College, Montpelier, a preparatory school of high standard, offers opportunities to fit for college, for business, or for the general duties of life. Its courses of study include, besides 2 preparatory, each of 3 years, 2 collegiate courses, each of 4 years, including normal instruction for teachers. It confers on lady students who complete these collegiate courses the degrees of mistress of liberal arts and mistress of English literature. For statistics, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State Agricultural College of Vermont*, in its department of applied science, offers instruction in courses of civil engineering, theoretical and applied chemistry, agriculture and related branches, and metallurgy and mining engineering, each of 4 years. It continues its special winter course for young men who cannot leave their farms

in summer and fall. The topics in this course are agricultural chemistry, botany, physics, entomology, stock breeding, dairying, fruit culture, road making, farm accounts, and bee culture. Representatives of the college coöperate with the State board of agriculture in attending farmers' meetings during the winter, giving special attention to fertilizers with reference to experiments conducted by the college on farms throughout the State.

Lewis College, Northfield, largely scientific, has courses in science and civil engineering, in mining engineering, in chemistry and physics, in metallurgy, in science and literature, and in arts, each of 4 years. Military instruction is given in all the courses.

For statistics of these schools, see Table X of the appendix; for a summary of same, the report of the Commissioner preceding.

PROFESSIONAL.

No schools of *theology* or *law* report from this State.

The *medical department of the State university* in 1883-'84 shows 18 professors and instructors; 2 annual terms of 17 weeks required; a 3-year graded course recommended; no requirements for admission; for graduation, the usual 21 years of age, good moral character, and 3 years of study, with the passage of a final satisfactory examination. Matriculates, 230; graduates, 100; a gain in the former of 26 and in the latter of 32 over 1882-'83.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEFECTIVE CLASSES.

Vermont continues to provide for the education of its defective classes in other States. Its deaf-mutes are cared for in the American Asylum, at Hartford, Conn.; its blind, in the Clarke Institution, at Northampton, Mass., and the Perkins Institution, Boston; and its feeble-minded children in the Massachusetts School for Idiotic and Feeble-Minded Youth, South Boston.

REFORMATORY TRAINING.

The Vermont Reform School, Vergennes, sends no report since 1881-'82, at which time there were 146 boys and 26 girls under the usual instruction in common school branches and the ordinary industries of such institutions.

EDUCATION OF ORPHAN AND DEPENDENT CHILDREN.

Of the 2 institutions of this character, Providence Orphan Asylum and the Home for Destitute Children, both supported by private contributions, only the latter makes return for 1883-'84. This shows 13 instructors and 538 inmates since foundation in 1865. The Roman Catholic Directory showed 86 orphans in the Providence asylum in 1883.

For statistics of schools that may have reported, see Table XXII of the appendix; for a summary of same, the report of the Commissioner preceding.

EDUCATIONAL ASSOCIATION.

VERMONT STATE TEACHERS' ASSOCIATION.

The thirty-fourth annual meeting of this body was held at Montpelier October 23-26, 1883. The following topics, among others, are said to have been ably discussed: "What preparation do colleges expect from the high schools and academies?" "What constitutes a practical education?" "Relation of classical to scientific studies," "English literature as an element in education," "How can ungraded schools become graded?" "How can pupils be best taught to think?" "What should a teacher do before the first day of school?" and "Methods of inciting to diligence and order."

Mr. A. L. Hardy, principal of West Randolph graded school, is reported to have made an interesting and suggestive exhibit of the practical work in the school room. Samples of penmanship by primary scholars and composition by young pupils, which were submitted, are said to have been highly creditable, the latter being grammatically and gracefully expressed; samples of map and technical drawing of a high order were also exhibited. It was resolved that a more efficient supervision of schools is a pressing need of the educational system; that the establishment of village and town libraries in various parts of the State is noted with great satisfaction; that the town system of schools be earnestly favored and hearty efforts pledged to secure its adoption throughout the State; and that untiring efforts be put forth in favor of temperance instruction in schools.

CHIEF STATE SCHOOL OFFICER.

Hon. JUSTUS DARTT, *State superintendent of education, Springfield.*

[Second term, December, 1882, to December, 1884.]

VIRGINIA.
STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth 5-21.....	a314, 827	a314, 827	.....	.....
Colored youth 5-21	a240, 980	a240, 980	.....	.....
Whole number of such youth.....	a555, 807	a555, 807	.....	.....
White youth in public schools.....	177, 412	184, 720	7, 308	.....
Colored youth in public schools.....	90, 948	103, 310	12, 362	.....
Total public school enrolment.....	268, 360	288, 030	19, 670	.....
Average daily attendance (white).....	102, 155	106, 907	4, 752	.....
Average daily attendance (colored)....	48, 850	56, 462	7, 612	.....
Whole average daily attendance.....	151, 005	163, 369	12, 364	.....
Per cent. of school youth enrolled	48.28	51.82	3.54	.....
Percent. of enrolment on daily attend- ance.	56.27	56.72	.45	.....
Per cent. of attendance on school pop- ulation.	27.17	29.39	2.22	.....
Whites studying higher branches	5, 850	7, 250	1, 400	.....
Colored studying higher branches.....	801	1, 024	223	.....
Pupils supplied with free text books..	6, 686	8, 674	1, 988	.....
SCHOOLS AND SCHOOL-HOUSES.				
Schools for white pupils	4, 259	4, 477	218	.....
Schools for colored pupils	1, 715	1, 873	158	.....
Whole number of public schools.....	5, 974	6, 350	376	.....
Number of these graded.....	287	319	32	.....
Average time of schools, in days.....	126.66	120	.....	6.66
School-houses owned by the districts..	3, 093	3, 580	487	.....
School-houses built during the year ..	351	435	84	.....
TEACHERS.				
White teachers in public schools.....	4, 720	4, 783	63	.....
Colored teachers in public schools.....	1, 277	1, 588	311	.....
Whole number of teachers	5, 997	6, 371	374	.....
Number of men teaching.....	b3, 122	3, 247	125	.....
Number of women teaching.....	b2, 875	3, 124	249	.....
FINANCIAL STATEMENT.				
Expenditure for public schools.....	\$1, 297, 620	\$1, 321, 537	\$23, 917	.....
Valuation of school property.....	1, 442, 482	1, 592, 435	149, 953	.....
Permanent State school fund.....	1, 511, 340	.....	.....	.....
Average monthly pay of men.....	29 62	30 32	70	.....
Average monthly pay of women.....	25 84	26 39	55	.....

a State census of 1880.

b Montgomery County fails to report sex.

(From reports of Hon. Richard R. Farr, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The statistical summary shows a very gratifying as well as steady increase in all that goes to make up an efficient school system. As the State school census is only taken once in 5 years, that of 1880 is used. The enrolment and attendance, as well

as the number of public schools and teachers, have largely increased. More of the schools were graded and over 1,600 more pupils were studying the higher branches. The percentages of school youth enrolled and of those enrolled in average daily attendance are not yet what could be wished, but on the whole there is advance instead of retrogression.

ADMINISTRATION.

The general supervision of the public schools is vested in a superintendent of public instruction, elected by the general assembly for 4 years; in a State board of education, consisting of the governor, superintendent, and attorney general; in county superintendents, appointed quadrennially by the board and confirmed by the senate; and in boards of district school trustees and subdistrict directors, each of 3 members, the former chosen by a county electoral board, the latter by the voters of the subdistricts. The schools are free to all persons of school age, the law requiring separate schools for colored pupils. The school census is taken every five years, and the State funds are apportioned on the basis of the number of school age shown by this census.

SCHOOL FINANCES.

The schools are supported from the proceeds of a State literary fund, a capitation tax not to exceed \$1 on all voters, and a property tax of not less than 1 nor more than 5 mills on \$1, as the general assembly may direct. County and district funds are derived from fines, penalties, and donations, and a tax not to exceed 10 cents on \$100. Telegraph and railroad companies are liable to a tax for school purposes. Cities and towns may levy for the support of public schools a tax not to exceed 3 mills on \$1 and a capitation tax not more than 50 cents for all school purposes.

AID FROM THE PEABODY FUND.

In 1882-'83 the State received \$4,125 from the Peabody fund, with the stipulation that \$2,000 should be used for Nashville scholarships, \$1,525 for teachers' institutes, \$500 for Hampton Normal Institute, and \$100 for the Educational Journal. In 1883-'84, from this source came \$1,700 for scholarships, \$2,000 for institutes, \$500 for Hampton Normal, and \$2,000 for Farmville Normal School.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

ADMINISTRATION.

All cities of 10,000 inhabitants must and all others may have a city superintendent of schools, appointed by the State board of education and confirmed by the senate. The school affairs of such cities are managed by a board of not more than 3 trustees from each ward.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Public schools.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Alexandria	13,659	28	4,582	1,522	1,186	26	\$13,127
Danville	7,526	20	2,126	1,035	530	20	11,692
Lynchburg	15,959	38	4,907	2,341	1,554	40	24,843
Norfolk	21,966	28	6,695	1,734	1,202	28	20,460
Petersburg	21,656	38	6,392	2,684	1,858	39	23,330
Portsmouth	11,390	14	3,210	1,102	627	14	9,560
Richmond	63,600	145	21,536	7,955	6,559	154	81,688

1883-'84.

Alexandria	13,659	31	4,582	1,717	1,219	27	\$15,200
Danville	7,526	21	2,126	1,209	604	22	12,688
Lynchburg	15,959	41	4,907	2,437	1,595	43	23,418
Norfolk	21,966	28	6,695	1,998	1,826	28	20,016
Petersburg	21,656	41	6,392	2,718	1,979	41	22,565
Portsmouth	11,390	14	3,210	1,116	798	14	9,736
Richmond	63,600	159	21,536	8,153	6,760	159	81,691

ADDITIONAL PARTICULARS.

Alexandria in 1883-'84 had 29 school rooms, with 1,800 sittings, valued at \$53,900. The schools were taught 200 days. The total receipts exceeded the expenditures by \$2,992.

Danville reported 1 high, 9 grammar, and 11 primary schools, with accommodations for 1,260 pupils. The schools were taught 198 days. Enrolment in private schools, 326. Valuation of public school property, \$20,000. Receipts for the year were \$119 in excess of expenditure.

Lynchburg had 40 school rooms, with 2,000 sittings. The schools, classed as primary, grammar, and high, were taught 196 days. Estimated enrolment in private schools, 300.

Norfolk in 1883-'84 reported 18 schools for whites and 10 for colored, taught by 6 men and 22 women, with an average monthly salary of \$92.98 for men and \$32.15 for women. The schools, primary and grammar, were taught in 7 buildings, valued at \$63,000. Private and church schools enrolled 2,447. Although no high school was reported, 140 white and 73 colored pupils were studying the higher branches.

The superintendent said, at the close of 1882-'83, that the accommodations for pupils were far below the needs of the city, that hundreds of children who applied for admission had to be turned away, and that many more would probably have applied had they not known that it would be useless.

Petersburg in 1883-'84 had 20 schools for whites and 21 for colored, taught 180 days, in 10 buildings, valued at \$67,000. Of the 1,979 pupils in attendance upon the public schools, 94 white and 93 colored pupils were studying the higher branches.

Portsmouth reported 10 schools for whites and 4 for colored, taught 191 days, by 4 men and 10 women, with an average monthly salary of \$82.50 for the men and \$42.50 for the women. The schools were classed as primary, grammar, and high, and occupied 14 buildings, with 1,100 sittings for study. Private schools enrolled 819 pupils.

Richmond in 1883-'84 reported 12 buildings occupied by primary and grammar and 2 by high schools. The former contained 128 rooms and the latter 15; total number of sittings for study, 7,201. The schools were taught 184 days, by 28 men and 131 women, with an average monthly salary of \$70.92 for the former and \$42.86 for the latter. The superintendent calls attention to the efficiency of the teachers and their small salary, and urges that they be better paid. He further says that the public schools are growing in popularity, and most of the buildings are crowded largely in excess of their seating capacity. Private and church schools enrolled 8,153. Public school property was valued at \$297,510. Receipts exceeded expenditure by \$43.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

No one is eligible to teach a State free school unless he presents to the trustees, or to the patrons at a called meeting, a certificate from the county or city superintendent in charge of the school that he desires to teach, showing ability to teach at least the branches required in that school.

Examination for such certificates must be held in spelling, reading, writing, arithmetic, grammar, geography, and history; and, if the applicant desire to take charge of a school in which higher branches have been introduced, he must also be examined in such branches.

STATE NORMAL TRAINING.

A State normal school for white girls, authorized by the legislature of 1882-'83, was organized June 10, 1884, to be opened at Farmville in October. It is designed to prepare teachers for the public schools of the State. The law gives to each city of 5,000 inhabitants and to each county the privilege of sending one or more students, according to the number of its members in the house of delegates, these State students to receive free tuition. The school will consist of an elementary and an advanced course, each of 2 years; a model school; and the extra studies of French, German, music, painting, and drawing. All State students must agree, on entering, to teach at least 2 years in the public schools of the State after graduation. The school is to have the valuable services of Dr. W. H. Ruffner, long the superintendent of the schools of Virginia, as principal.

A State normal school for colored pupils was authorized by the legislature of 1881-'82, and was to receive from the State \$100,000 for buildings and maintenance. In consequence of this it was to be under the control of 7 visitors appointed by the governor, 6 of them well educated colored men. It has been since established under the title of the Virginia Normal and Collegiate Institute, Petersburg, and presents courses, normal and academic, of 3 years each. Connected with it by legislative act is a summer normal course of 8 weeks each year, to be conducted by the president and faculty, with such trained assistants as the State superintendent may think proper, and all colored teachers in State schools must attend it for at least one month in every year. Failure to attend for 5 consecutive years is to work a forfeiture of license, and no new teacher may take charge of a State school till he has attended at least one session of this normal course, the first session of which began July, 1884, and continued 6 weeks, enrolling 53 men and 60 women.

OTHER NORMAL TRAINING.

Other normal schools reporting are the *Virginia Normal School*, Bridgewater; *Hampton Normal and Agricultural Institute*, Hampton; *St. Stephen's Normal School*, Petersburg; and *Richmond Normal School*, for colored pupils. The first named offered a 2-year course. Hampton, for colored and Indian youth, with a 3-year normal course, in 1882-'83 had in this 507 pupils, 295 in day and 212 in evening classes, the senior class receiving daily instruction in the art of teaching. In 1883-'84 the normal students were 349. St. Stephen's, for colored youth, under control of the Protestant Episcopal Church, also gives a 3-year normal course. Roanoke College in 1883 established a course of normal lectures in connection with the regular studies.

For statistics and other information of these schools, see Table III of the appendix; for a summary, the report of the Commissioner preceding.

GENERAL TEACHERS' INSTITUTES.

The State makes no provision for teachers' institutes, but the agent of the Peabody fund required that \$1,500 of the amount given to the State in 1883 and \$2,000 in 1884 from that fund should be devoted to this purpose. Two normal institutes were held in the summer of 1883, one at Blacksburg, continuing 4 weeks, and the other, for colored teachers, at Staunton, for 3 weeks. In 1884 there were four held, at Wytheville, Harrisonburg, Farmville, and Petersburg, with a total attendance of 1,029. The Wytheville institute continued 4 weeks, and the one at Petersburg, for colored teachers, was in session 6 weeks.

COUNTY INSTITUTES.

In 1883 there were 169 institutes held in 88 counties, and 221 in 1884 were held in 80 counties, Lynchburg reporting 50 and Staunton 24.

EDUCATIONAL JOURNAL.

The *Educational Journal of Virginia*, published at Richmond, still continued to be the official organ of the department of education, and furnished valuable information as to the progress of education in the State. The general department is edited by William M. Fox and the official by State Superintendent R. R. Farr.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent gives no information concerning the high schools in 1883-'84, but reports 7,250 white and 1,024 colored pupils studying the higher branches, an increase of 445. The city of Danville reports 1 high school; Lynchburg, 3, with 132 pupils; Portsmouth, 2; Richmond reports 2 high school buildings, with 15 rooms for study and recitation. The one for colored pupils gives normal training, and the course of instruction in each school covers 3 years.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix; for summaries of their statistics, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR YOUNG MEN.

The *University of Virginia* continued in 1883-'84 its academic and professional courses, the former in the literary and scientific departments, the latter in the departments of medicine, law, engineering, and agriculture. The instruction in these subjects is distributed among 19 schools, each affording an independent course, with a professor, the student electing the course he wishes to attend. Graduate courses follow the completion of the literary and scientific courses. Attendance in all the schools, 293 in 1883-'84. Diplomas are granted to graduates of schools; degrees, to those only that complete a full course in a certain number of schools.

Emory and Henry College, Emory (Methodist Episcopal South), at its last report of studies had 3 optional courses, the classical and Latin-scientific, each of 4 years, and the scientific, of 3 years. In 1882-'83 it reported 6 instructors, 98 students, and property valued at \$100,000.

Like the *University of Virginia*, Washington and Lee University and Randolph-Macon and Richmond Colleges continued their courses in separate elective schools. Hampden Sidney and Roanoke Colleges continued their preparatory departments and regular classical courses of 4 years. Both offered German and French. At Roanoke these languages were spoken in the class rooms, and at least one of them is required for a degree.

For statistics of the above institutions, except the Emory and Henry College, see Table IX of the appendix; for a summary of statistics, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

For the statistics of the 17 institutions of this class reporting, see Table VIII of the appendix; for a summary of their statistics, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The three special scientific schools reporting for the two years are the following:

The *Agricultural and Mechanical College of Virginia*, which offers technical, scientific, and literary courses of study. Students taking only the technical have a 3-year course; those who seek the degree of civil or mining engineer or of A. B. have a 4-year course, with an additional year of special study for the degree sought. Elective studies are provided for those who do not intend to graduate.

The *Virginia Military Institute* receives from the State \$15,000 annually for the benefit of cadets unable to pay their own expenses, and affords instruction in architecture, engineering, mechanical drawing, and natural sciences in a 4-year course, with a special school of applied science for a graduate course.

General scientific courses of three to four years are found in Emory and Henry College, when last reported; in Washington and Lee University, in its department of applied mathematics; and in the University of Virginia, in its scientific department, to which is added a special course in analytical and agricultural chemistry.

New Market Polytechnic Institute offers, besides primary, intermediate, and preparatory studies, a collegiate course of 2 years, including some of the higher mathematics.

PROFESSIONAL.

Theological instruction in the 2 years under review continued in the Union Theological Seminary, Hampden Sidney; the Theological Seminary of the Diocese of Virginia, Theological Seminary; and the Richmond Institute, Richmond.

In the first two of these schools a preliminary examination or its equivalent is required of all candidates for admission not collegiate graduates; and the three have each a 3-year course of study; Richmond Institute, for colored students, a 2-year theological course. In St. Stephen's Normal and Theological School, for colored students, Petersburg (Protestant Episcopal), there were, in 1882-'83, 18 students in the theological department.

The Theological Seminary of the Evangelical Lutheran General Synod South has made no report to this Bureau for 1882-'83 or 1883-'84.

For statistics reported, see Table XI of the appendix; for a summary of statistics, the report of the Commissioner preceding.

Legal instruction continued to be given in the University of Virginia and the Washington and Lee University in the usual 2-year course, no requirements for admission appearing in either case. In Richmond College the law department has disappeared.

Medical studies are still pursued in the medical department of the University of Virginia, Charlottesville, and the Medical College of Virginia, Richmond. The former, with an annual session of 36 weeks, has a 2-year graded course, but no requirements for admission; the latter, with an annual session of 24 weeks, no requirements for admission, but for graduation 2 full courses of lectures and attention to practical anatomy, attendance at clinics, and a thesis.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Virginia Institution for the Education of the Deaf and Dumb and the Blind, Staunton, in 1882-'83 reported 77 mute and 42 blind pupils. In 1883-'84 the pupils fell off to 41, cause not given. Instruction continued to be given in the common English branches, with articulation, drawing, and painting for the deaf, and the higher branches and vocal and instrumental music for the blind. The boys are taught different trades and the girls sewing, knitting, &c.

INDUSTRIAL TRAINING.

The *Hampton Normal and Agricultural Institute* aims to give the negro and Indian races what they most need and need now: a class of intelligent, earnest teachers, practical workers, and leaders. To that end it selects and trains its youth by a system of mental and manual labor drill. The problem is said to be to turn to account the labor payments of the students, who in 1882-'83 earned over \$35,000, being paid at the rate of 5 to 8 cents an hour. The present proportion of races is about 4 negroes

to 1 Indian, there being 451 of the former and 117 of the latter. Of the 60 graduates in 1882 more than 90 per cent. engaged in teaching. Boys, in connection with school studies, are instructed in almost all the common industries, as well as in field work, while girls receive instruction in cookery, sewing, tailoring, and general housework. All receive pay for work, and those who fail to pass the required examination for admission may be to some extent employed during the day and admitted to the night class to fit themselves for entering the following year.

At the *Industrial School*, Norfolk, established by Mrs. Hemenway in 1882-'83, there was reported to be instruction in cookery by a graduate of the Boston Cooking School, in that year at least.

The *Miller Manual Labor School*, for boys, at Crozet, is divided into 3 departments, primary, intermediate, and academic, the last 2 covering 3 years each. The studies of the school embrace the common and higher English branches, with civil engineering, physics, chemistry, Latin, and the modern languages. Practical familiarity in agriculture, engineering, technical drawing, electrical engineering, and printing is given the pupil by his working at these arts. The institution owns 1,000 acres of land. Enrolment for the year, 1864, an increase of 18.

ORPHAN ASYLUMS.

For statistics of orphan asylums reporting, see Table XXII of the appendix to this volume; for a summary of it, the report of the Commissioner preceding.

EDUCATIONAL CONVENTIONS.

CONFERENCES OF CITY AND COUNTY SUPERINTENDENTS.

The first annual conference of this kind was held in Richmond, February 27 to March 2, 1883; the second, at the same place, April 15 to 19, 1884; a large majority of the superintendents and many distinguished educators and speakers were present on both occasions. The aim at each meeting was to discuss such questions and suggest such action as might best promote good education in the State. Those brought forward at the first conference were "School-house architecture and location of schools;" "Teachers' institutes: how to organize and conduct them;" "Methods of examining teachers, and advantages of such examination;" "Graded schools;" "School furniture and apparatus;" "Duties and authority of superintendents;" "Text books: their uses and abuses;" "State uniformity in qualifications for certificates;" "Live teachers and dead ones."

At the second, among many other subjects treated were "The importance and benefits of proper school literature;" "Higher education for women, industrial and scholastic;" "Free text books along with free education;" "Importance of grading schools under one teacher, and how to do it;" "Normal training for teachers."

In the absence of State aid for teachers' institutes, these conferences, attended and addressed by such men as Dr. Curry, of the Peabody fund; Dr. Newell, of the Maryland State board of education, and Dr. Wickersham, long State superintendent in Pennsylvania, seem likely to afford important suggestions as to better organization and better management of all the school forces of the State.

CHIEF STATE SCHOOL OFFICER.

Hon. RICHARD R. FARR, *State superintendent of public instruction, Richmond.*

[Term, March 15, 1882, to March 15, 1886.]

WEST VIRGINIA.

SUMMARY OF EDUCATIONAL STATISTICS.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21), white....	212,865	219,548	6,683	.....
Youth of school age (6-21), colored....	8,652	8,637	.....	15
Total white and colored school youth....	221,517	228,185	6,668	.....
Whites enrolled in public schools....	156,225	161,665	5,440	.....
Colored enrolled in public schools....	4,679	4,607	.....	72
Whole enrolment in public schools....	160,904	166,272	5,368	.....
Whites in average daily attendance..	95,368	99,225	3,857	.....
Colored in average daily attendance..	2,822	2,787	.....	35
Whole average daily attendance.....	98,190	102,012	3,822	.....
Per cent. of school age enrolled.....	72.64	72.87	.23	.....
Per cent. of school age in average attendance.	44.33	44.70	.37	.....
SCHOOLS AND SCHOOL-HOUSES.				
Public ungraded schools.....	3,986	4,122	136	.....
Public graded schools.....	124	125	1	.....
Public high schools.....	6	7	1	.....
Average time of schools, in days.....	98.5	100	1.5	.....
School-houses, frame or log.....	3,835	3,984	149	.....
School-houses, brick or stone.....	110	113	3	.....
Whole number of school-houses.....	3,945	4,097	152	.....
Number built within the year.....	171	167	.....	4
TEACHERS.				
Men teaching in public schools.....	2,961	3,036	75	.....
Women teaching in public schools....	1,494	1,607	113	.....
Whole number of teachers.....	4,455	4,643	188	.....
Teachers who have had experience....	1,348	1,433	85	.....
Teachers from State normal schools ..	763	862	99	.....
FINANCIAL STATEMENT.				
Whole expenditure for public schools..	\$947,371	\$997,431	\$50,060	.....
Available public school fund.....	509,305	514,159	4,854	.....
Valuation of State school property ...	1,841,661	1,871,235	29,574	.....
Average monthly pay of men.....	29 72	30 31	59	.....
Average monthly pay of women.....	31 08	30 52	.....	\$0 56

(From reports and returns of Hon. Bernard L. Butcher, State superintendent of free schools, for the two years above indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

Progress and improvement appear at almost every point, the schools growing in public favor and attendance in them advancing except among the colored youth. Discipline in them had improved very greatly, as a decrease of 3,154 is noted in cases of tardiness, of 971 in truancy, and of 89 in cases of suspension, while the number of pupils neither tardy nor absent during the year increased by 538. Almost the only thing that seems to be wanting to attain higher success is better pay for teachers. Although there are more with some experience employed and nearly 100 more from State normal schools, the superintendent shows that the average salary of men is only

\$130 a year and of women \$155, the length of school term being very short. He recommends that the minimum term of school, now only 4 months, be increased to 6 months, as the people now generally recognize the fact that 4 months out of 12 is too brief for effective schooling, even if the children attend continuously.

ADMINISTRATION.

A State superintendent of free schools, elected quadrennially by the people, has general control of public school interests. Local schools are supervised by county school superintendents, elected by the people for 2 years, by district boards of education, and by subdistrict boards of trustees. District boards comprise a president and 2 commissioners, elected for 4 years, and 1 apparently for 2 years. This board appoints 3 trustees for each subdistrict to hold office for 3 years, with annual change of 1. The county superintendent and 2 high grade teachers whom he may nominate constitute a county board of examiners for each county to examine and license applicants for teachers' certificates.

SCHOOL FINANCES.

For the support of public free schools there is levied annually a State tax of 10 cents on \$100 of real and personal property, which, with the interest of the invested State school fund, the proceeds of forfeitures, fines, and an annual capitation tax, constitute a general school fund, annually distributed among the counties in proportion to the number of youth of school age in each as shown by the last enumeration.

Besides this State contribution there is an annual levy in each independent school district of not more than 50 cents on every \$100 of valuation for the payment of teachers' salaries within the district.

To provide school-houses and grounds, keep them in order, supply fuel, and pay other expenses incurred in connection with the schools, there is a further tax in each district annually of not more than 40 cents on \$100.

AID FROM THE PEABODY FUND.

For teachers' scholarships at Nashville, institutes, and normal schools there were granted from this fund \$3,100 in 1883 and \$2,850 in 1884.

CITY SCHOOL SYSTEM OF WHEELING.

ADMINISTRATION.

The city school officers of Wheeling are a board of education of 3 members from each subdistrict, and a superintendent of the city school district, appointed by the board.

STATISTICS.

For 1882-'83: Population, census of 1880, 30,737; children of school age, 9,986; public schools, 8; enrolment in public schools, 5,152; average daily attendance, 4,514; number of teachers, 106.

For 1883-'84: Children of school age, 10,459; public schools, 9; enrolment in public schools, 5,013; average daily attendance, 4,386; number of teachers, 107.

ADDITIONAL PARTICULARS.

Wheeling in 1883-'84 had an enrolment of 4,849 white and 164 colored pupils, with an average attendance of 4,242 white and 144 colored. Schools were taught 200 days by 6 men and 97 women. Of the 9 school-houses in the city 3 were rented and 1 was built during the year. The buildings contained 104 rooms, all having fenced and improved grounds, valued, with other school property, at \$246,535.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL STATE REQUIREMENTS.

For examining and certifying teachers each county has a board of examiners, consisting of the county superintendent with 2 experienced teachers holding first class certificates, nominated by him and appointed at a meeting of presidents of district boards. Teachers must present to the proper school officers a duplicate certificate of qualifications to teach a school of the grade applied for.

STATE NORMAL TRAINING.

The State normal schools at Concord, Fairmount, Glenville, Huntington, Shepherds-town, and West Liberty all present courses of 3 years in normal training and nearly all offer preparatory. The schools at Huntington, Shepherds-town, and Fairmount give collegiate training.

Storer College, Harper's Ferry, for colored students, offers a 3-year normal course, and in 1884 had 87 normal students, of whom 14 were graduated. The State aids the school with 18 scholarships, which secure room rent and tuition for State students,

who have the free use of books also. The colored teachers of West Virginia are offered free tuition from the close of their schools to the end of a summer normal term.

For statistics, see Table III of appendix; for a summary of them, a corresponding table in the report of the Commissioner preceding.

OTHER NORMAL TRAINING.

The State is entitled to 6 scholarships in the *Nashville Normal University*, awarded by the trustees of the Peabody fund. At the close of 1883 there were 3 vacancies existing, all of which were filled in 1884, 1 vacancy subsequently occurring.

West Virginia College, Flemington, has a 3-year normal course, the first 2 years being given to the branches taught in the public schools and the third year to collegiate branches. A model school is connected with this department for the observation and practice of the pupil teachers.

TEACHERS' INSTITUTES.

The law requires that one or more teachers' institutes shall be held annually in each county in the State and teachers are required to attend them. The annual cost of these institutes is about \$1,250, of which the State appropriates \$500, the remainder being contributed from the Peabody fund. The amount received from this source in 1883 was \$1,500; in 1884, \$1,332.

In addition to their attendance at the regular county institutes, the teachers in several counties hold for a day or two each month district institutes or teachers' associations, to discuss among themselves, with such patrons as will attend, local questions affecting the school interests of the county, methods of teaching, and school management.

EDUCATIONAL JOURNAL.

The *West Virginia School Journal*, published at Wheeling and devoted to the cause of education, was in 1883-'84 in its third and fourth volumes. The general department is edited by the principals of the Wheeling schools, and the official department by the State superintendent of public schools.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

When the board of education of any district deems it expedient to establish a high school, it may submit the question to the voters of the district, and if they so decide the board is authorized to establish a high school. In 1882 there were 10 high schools in the State, the following year 6, and in 1884 1 more was added.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix; for summaries of them, corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

West Virginia University in 1882-'83 entered on a new arrangement of its studies in 10 independent schools, under 2 general courses, academic and professional. It is claimed that this allows greater freedom in the selection of studies and the elevation of the standard of instruction and attainment; that, the course being elective, the student may pursue the studies of any school for which he is prepared, without regard to his deficiency in other studies; and that, if he desires but a partial course, he may adapt that course to his tastes or necessities; and, finally, that he is put upon the same equality with his fellows and thrown upon his own resources. Its military course of 4 years remained unchanged.

Bethany College, with the same arrangement by schools as the university, in 1882-'83 continued its classical, scientific, and ministerial courses, leading to the degrees of A. B., S. B., and L. B. It has also an academic course of 2 years, preparatory to the regular college course. While all courses are open equally to both sexes, there is a special ladies' course. The musical department offers a course of elementary training and drill in technique, both vocal and instrumental.

West Virginia College, noted in previous years, has made no report to this Bureau for the years under view.

For statistics of colleges reporting, see Table IX of the appendix; for summary of statistics, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of schools of this class reporting, see Table VIII of the appendix; for summary of statistics, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *University of West Virginia*, in its new arrangement, offers the degree of bachelor of science to graduates holding diplomas in the schools of metaphysics, modern languages, English, geology and natural history, mathematics, agriculture, chemistry, and physics.

Bethany College, in its school of mathematics and astronomy, has a scientific course of 4 years, including, with subjects in the classical course, applied mathematics, road and railroad engineering, descriptive geometry, shades and shadows, and perspective drawing. A special course in engineering includes, in addition to some of the above, surveying, drawing, levelling, profiling, and mapping. No time is specified for this course.

For other information in regard to these schools, see Table X of the appendix.

PROFESSIONAL.

Theological.—The only theological instruction given in the State in 1882-'83 appears in the ministerial course of 4 years in Bethany College. The studies of the first 2 years are classical, those of the third and fourth years theological, of a fair standard.

Legal training in 1882-'83 continued in the State university in its school of law and equity, embracing the usual studies. The degree of bachelor of laws will hereafter be conferred on graduates of this school.

For statistics of these schools, see Tables XI and XII of the appendix.

Medical.—Up to 1882-'83 no full medical school or department appears in the State. In the school of anatomy, physiology, and hygiene of the West Virginia University there was preparatory medical training in anatomy, with dissection; in physiology and hygiene, by specimen, the microscope, drawing, and lectures. A foundation has been laid for a medical museum. Under the new order of things this department, it is said, has had during the session of 1882-'83 more bona fide medical students than ever before. The faculty hope soon to complete a medical department.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The West Virginia Institution for the Deaf and Dumb and the Blind, Romney, founded in 1870, reported for 1883 an appropriation from the State of \$23,450 and buildings and other property valued at \$80,000. There were 102 pupils under instruction, of whom 66 were deaf-mutes and 36 blind. All are taught the common English branches, with drawing for the deaf and music for the blind; also, the usual industrial occupations of such schools.

EDUCATIONAL CONVENTION.

WEST VIRGINIA EDUCATIONAL ASSOCIATION.

The State Association met at New Martinsville, July 1-3, 1884, Hon. B. L. Butcher presiding. Among the subjects presented and discussed were "The old and the new in education," "The relation of the State university to the free school system," "Reform schools," "Building for the children of the South," and "Grading county schools." The meeting was regarded as a very profitable one, and the association will hold its next session at Keyser.

CHIEF STATE SCHOOL OFFICER.

Hon. B. L. BUTCHER, *State superintendent of free schools, Wheeling.*

[Term, March 4, 1881, to March 4, 1885.]

WISCONSIN.
STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-20).....	510, 125	528, 750	18, 625	.....
Number between 7 and 15 years old ..	269, 425	286, 542	17, 117	.....
Public school enrolment	309, 680	316, 969	7, 289	.....
Per cent. of school youth enrolled	60.70	59.94	.....	.76
Average daily attendance .....	.....	.....	.....	.....
Enrolment of youth 7 to 15	234, 800	238, 266	3, 466	.....
Attending free high schools.....	7, 519	7, 689	170	.....
Youth in private and church schools ..	21, 191	15, 616	.....	5, 575
In collegiate and normal schools.....	5, 335	5, 821	486	.....
In all classes of schools.....	336, 206	338, 406	2, 200	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts outside of cities.	5, 707	5, 767	60	.....
Schools with more than one department.	486	519	33	.....
Number of high schools.....	114	115	1	.....
Average term of school in cities, days.	192	.....	.....	.....
Average term of school in county, days.	168	.....	.....	.....
Volumes in district school libraries..	28, 038	30, 985	2, 947	.....
Public school-houses	5, 870	5, 951	81	.....
School-houses built during the year ..	256	287	31	.....
TEACHERS.				
Number of men teaching.....	2, 457	2, 378	.....	79
Number of women teaching.....	8, 478	8, 251	.....	227
Whole number of teachers	10, 935	10, 629	.....	306
Teachers with first grade certificates..	168	199	31	.....
Teachers with second grade certificates.	594	666	72	.....
Teachers with third grade certificates.	7, 595	7, 835	240	.....
FINANCIAL STATEMENT.				
Total expenditure for public schools..	\$2, 892, 877	\$2, 964, 861	\$71, 984	.....
Amount of available school fund.....	2, 913, 612	.....	.....	.....
Total of permanent school fund.....	3, 063, 612	.....	.....	.....
Value of school property	5, 930, 789	.....	.....	.....
Average monthly pay of men in cities	156 30	.....	.....	.....
Average monthly pay of women in cities.	37 50	.....	.....	.....
Average monthly pay of men in counties.	40 89	.....	.....	.....
Average monthly pay of women in counties.	27 27	.....	.....	.....

(From returns of Hon. Robert Graham, State superintendent of public instruction of Wisconsin, for the years indicated.)

STATE SCHOOL SYSTEM.

GENERAL CONDITION.

The statistics show a steady increase in the school population, which in 1883-'84 numbered 33,517 more than in 1881-'82. As may be seen, the advance in the number of pupils under instruction did not keep pace with the increase in school youth in 1883-'84

Above 7,000 more were enrolled in public schools, but 5,575 fewer are reported from private schools, which brings the net increase down to 2,200, counting students in normal and collegiate institutions. Fuller statistics from private schools, however, the State superintendent says, would change this presentation very much, several of the largest cities in the State, where it is well known there are large numbers of private schools, sending no reports of them. Besides, as he says, the failure of attendance to keep pace with population is easily understood when it is remembered that a large proportion of the increase in population has been in the newer portions of the State, where time is required to provide school facilities, and in a few large cities, where school accommodations are almost always inadequate. The number of pupils 7 to 15 years of age reported in public schools in 1883-'84 was 14,691 more than in 1881-'82 and 3,466 more than in 1882-'83. Fuller statistics on this point, it is believed, would show that nearly all of that age attended during some portion of the year. More school districts were reported, a fairly larger number of schools with more than one department appears, more houses were built, and there was an increase of expenditure for all school purposes. Sixteen towns adopted the township system in 1882-'83, four more did so the next year, and more school districts were supplied with libraries, dictionaries, maps, and globes. A larger number of the country districts have adopted a graded course of study, and this effort to systematize the work of the common schools has resulted in the more rapid advancement and the more equal and symmetrical development of pupils where the experiment has been tried in good faith and with earnest purpose. The superintendent advises that district boards be required by law to adopt a course of study prescribed by the superintendent, just as they are required to adopt a list of text books, and that all teachers be required to organize their schools in accordance with it.

ADMINISTRATION.

A State superintendent, elected biennially by the people, has general supervision of the public schools. Each county has a superintendent, and counties with 15,000 or more inhabitants may have 2 of these officers. Districts have boards of 3 directors. Towns which have adopted the township system have township boards, consisting of the clerks of the several subdistricts belonging to the township. Women are eligible to all school offices except that of State superintendent. Public schools must be non-sectarian; they are free to all resident youth 4-20 years of age, a census of whom is taken annually by the district clerk. Children 7-15 years of age must attend school at least 12 weeks in each school year unless their education has been otherwise provided for or unless excused for specified causes. The public school system comprises high and normal schools and a State university. There are also State institutions for the blind and deaf and a State Reform School.

SCHOOL FINANCES.

Public schools are supported from the income of a State school fund and from local taxation. The income of the State school fund is distributed annually to such towns and districts as send the required reports and show that they have raised towards the support of common schools one-half the amount last appropriated to them from the State fund and that they have maintained schools at least 5 months in the year, a 3 months' term in extraordinary cases being accepted. School money is apportioned according to the school census.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

STATISTICS.

1882-'83.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Appleton	8,005	3,300	1,906	1,759	33	\$44,673
Fond du Lac	13,094	5,264	2,049	1,341	41	25,833
Green Bay	7,464	2,854	1,279	.....	20	12,435
Janesville	9,018	3,671	1,597	.....	34	20,990
La Crosse	14,505	5,132	2,854	1,923	53	40,612
Madison	10,324	3,707	2,001	.....	36	37,006
Milwaukee	115,587	45,931	19,027	13,541	285	238,589
Oshkosh	15,748	6,516	2,032	1,161	55	34,993
Racine	16,031	7,275	2,795	2,088	53	39,820
Sheboygan	7,814	3,538	1,249	.....	20	13,131
Watertown	7,883	3,853	1,267	.....	26	14,419

Statistics—Continued.

1883-'84.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Appleton.....	8,005	3,726	2,081	1,602	36	\$30,281
Fond du Lac.....	13,094	5,688	2,066	1,410	40	21,269
Green Bay.....	7,404	2,958	1,527	.....	24	13,873
Janesville.....	9,018	3,642	1,645	1,150	39	19,054
La Crosse.....	14,505	5,667	2,946	2,028	52	58,648
Madison.....	10,324	3,702	1,857	.....	36	22,737
Milwaukee.....	115,587	49,804	19,854	.....	299	237,819
Oshkosh.....	15,748	6,701	2,156	.....	56	46,838
Racine.....	16,031	7,408	2,930	.....	55	41,307
Sheboygan.....	7,314	3,778	1,823	.....	20	12,851
Watertown.....	7,883	3,395	1,357	.....	24	19,746

ADDITIONAL PARTICULARS.

All the cities named above continued in 1883-'84 to have graded courses of instruction, covering 11 to 13 years, including high school studies, with ancient languages, and in all but Janesville pupils may fit themselves for college. Teachers' meetings are held in all the cities.

Appleton reported for 1883-'84 8 school buildings, with 32 rooms and 2,300 sittings for study, valued, with other school property, at \$110,500. The schools were taught 176 days in the year, and the average annual salary paid to men was \$807; to women, \$322. The evening school enrolled 29 pupils, and private schools, 444. One Kindergarten was maintained, with 30 pupils and 2 teachers.

Fond du Lac public schools in 1883-'84 were taught 200 days, in 17 buildings, with 2,800 sittings for study, valued, with all other school property, at \$124,800. The average annual salary of men teaching was \$575; of women, \$355. Private schools enrolled 500 pupils.

Green Bay public schools occupied 17 rooms, with 1,070 sittings for study, valued, with grounds, at \$54,500. Private schools had 775 pupils, and one Kindergarten was maintained, with 26 children, under 1 teacher.

Janesville had 6 public school-houses, with 1,815 sittings for study, valued, with all other school property, at \$67,150. Private schools had 250 pupils enrolled.

La Crosse held its public schools in 13 buildings, containing 43 rooms, with 2,684 sittings for study, valued, with other school property, at \$108,000. Schools were taught 194 days, and teachers received an average annual salary of \$1,038 for men and \$400 for women. Two Kindergärten were reported, with 60 pupils, under 2 teachers.

The *Madison* schools were all graded and were taught 175 days, in 9 buildings, in good condition and well ventilated, with 2,000 sittings for study. All school property was valued at \$100,000. Two Kindergärten were reported, with 100 pupils, under 2 teachers.

Milwaukee schools, classed as primary, grammar, high, normal, and evening, were taught in 1883-'84 197½ days, in 27 buildings, containing 16,200 sittings for study. The schools were all graded. The average annual salary paid teachers was, to men \$1,147 and to women \$563. Special teachers were employed in music, drawing, and German. There were 12 evening schools, with 1,776 pupils enrolled, under 46 teachers, all belonging to the day school force. There were 7 Kindergärten, enrolling 900 children, under 13 teachers. Public school-houses and lots were valued at \$722,900.

Oshkosh public schools, classed as primary, intermediate, grammar, and high, were taught in 9 buildings, 6 of which were in good condition and well ventilated, valued, with sites, at \$80,000. The average attendance was about 93 per cent. of the number enrolled. The course of instruction extends through 12 years. Calisthenics was taught by the regular teachers, with satisfactory results.

Racine classed its public schools as primary, grammar, and high, each covering 4 years. Drawing and music were taught throughout the first 8 grades. Schools were housed in 7 buildings, with 2,900 sittings for study, valued, with grounds, at \$105,000.

Watertown reported public schools taught in 1883-'84 in 5 school-houses, all in good condition, well ventilated, and affording 1,200 sittings, houses and sites being valued at \$34,000. One night school was maintained, with 60 pupils, and 1 Kindergarten, with 30 children, under 1 teacher. Private schools were taught 200 days, with 700 pupils, under 14 teachers.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

STATE REQUIREMENTS FOR CERTIFICATES.

Teachers to be legally employed in public schools must have a certificate of qualification from their county superintendent or from a State board of examiners, unless they are graduates of one of the State normal schools, or the State university or other college

in the State with equivalent courses of study; and no person may receive a certificate who does not write and speak English correctly and easily. Certificates granted by county superintendents are of 3 grades, the first good for 2 years, the second for 1 year, the third for such term as is specified on the certificate, but not for more than 1 year. Each county superintendent establishes for his county, under the advice of the State superintendent, the standard of attainment which must be reached by applicants for the different grades of certificates. The board of examiners, which is appointed by the State superintendent, gives State diplomas, good for 5 years and for life. The State superintendent also has power to grant diplomas to graduates of the university and of colleges, which are good until annulled; and diplomas of graduates from the full 4-year course of the normal schools, countersigned by the State superintendent, become unlimited State certificates after the holder has taught successfully one year.

STATE NORMAL TRAINING.

The 4 State normal schools, located, respectively, at Oshkosh, Platteville, River Falls, and White Water, had in 1882-'83 a total enrolment of 1,908, of whom 952 were in normal departments; and in 1883-'84 the whole number increased to 1,971, that of normal students being 940. All have elementary and advanced normal courses, both together covering 4 years. All have primary, intermediate, grammar, and preparatory departments, and that at Oshkosh a Kindergarten training class. The aggregate number completing the courses in 1883-'84 was 71 from the elementary and 30 from the advanced course, an increase in the former of 16 and in the latter of 4 over the preceding year.

A handsome and commodious building has been erected in Milwaukee for a State normal school, which will be opened as soon as the funds at the disposal of the board of regents will justify such action.

Among the teachers in the public schools of the State there were in 1883-'84 243 who were graduates from normal schools, an increase of 57 over the preceding year.

By a law of 1883 the free high schools of the State are required to include in their course instruction in the theory and art of teaching and in the organization, management, and course of study of ungraded schools; and all examinations of teachers for the high schools are to include examinations on these subjects.

The question of the reëstablishment of a chair of pedagogy at the University of Wisconsin was decided in 1883-'84, and President J. W. Stearns, of the State Normal School at White Water, was tendered, in June, 1884, the appointment to the chair, and accepted it, to take effect in February, 1885.

OTHER NORMAL TRAINING.

The *City Normal School of Milwaukee* continued to prepare teachers for the city schools, and in 1882-'83 had 24 students, under 2 teachers.

The *National German-American Teachers' Seminary*, Milwaukee, for 1883-'84 reports 25 normal and 20 other students, under 9 instructors. The course of study covers 3 years. Six pupils were graduated during the year and engaged in teaching.

The *Catholic Normal School of the Holy Family*, St. Francis Station, has a 3-year normal course, with preparatory studies, and in 1883-'84 reported 50 normal students and 56 others.

Galesville University, when last heard from, offered a 3-year course of normal training, all the studies being pursued which are required by the State for a first class certificate.

Melton College, in its preparatory department, reported teachers' courses, the elementary and advanced together covering 4 years.

TEACHERS' INSTITUTES.

County teachers' institutes were held under State authority in 1882-'83 in all the 62 settled counties, one county having 3. In all 4,429 teachers were in attendance. In 1883-'84 there were 63 institutes held again in the 62 counties, with 4,757 teachers attending. The institutes were in session generally from 4 to 10 days, and each had an average daily attendance in 1883-'84 of 60, an excellent record.

EDUCATIONAL JOURNAL.

The Wisconsin Journal of Education, published at Madison and conducted by the State superintendent and his assistant, continued in 1884 to be the organ of the State Teachers' Association and of the department of public education, and in that year was in its fourteenth volume.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State appropriates \$25,000 annually for the maintenance of these schools, which may be established under the law where not less than 25 pupils are prepared to enter upon a high school course. The schools are in charge of a high school board, consisting

of a director, a treasurer, and a clerk in joint high school districts; but in cities not under county superintendents the city board acts as a high school board. The course of study to be pursued and the standard for admission are established under the advice of the State superintendent.

As may be seen under the head of State Normal Training, these schools are now utilized as means of preparing teachers for the lower schools.

The number of high schools organized under the free high school law in 1883 was 114; the number making special reports and receiving State aid was 110. Pupils enrolled for that year, 7,519; instructed in English branches only, 6,400; in other branches, 1,119; while 454 completed the course of study.

In 1884 there was 1 more organized; 2 more received State aid; the enrolled pupils (7,689) were 170 more; a smaller number than in the previous year studied English branches and a larger number the higher branches; and 475 completed the course, making a total of 3,430 graduates since the organization of these schools. The major part of the teachers in both years held either State certificates of qualification or normal school, collegiate, or university diplomas.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Wisconsin, Madison, admitting both sexes and giving free tuition, comprises in its collegiate department a college of arts and one of letters, the latter including an ancient and a modern classical course, leading to the degrees of A. B. and LIT. B. In the college of arts a general course in science, leading to the bachelor's degree, is provided, besides several technical courses, including agriculture. Of the professional schools contemplated, only that of law has as yet been established.

The board of regents report in 1883-'84 that for a number of years past the history of the university has been that of rapid, continuous, and wholesome growth, a growth not alone measured by increase in the number of students, but also by necessary additions to real estate and buildings, by the progressive enlargement of cabinets and libraries, by the establishment of new and the expansion of old departments of instruction, and especially by the higher grade of instruction imparted.

Seven other institutions in the State are classed by this Office as colleges or universities, viz, Lawrence University, Appleton; Beloit College, Beloit; Galesville University, Galesville; Milton College, Milton; Racine College, Racine; Ripon College, Ripon; and Northwestern University, Watertown. All but 2 of these are open to both sexes, all have preparatory and classical courses of study and all but 2 scientific courses, all include one of the modern languages in their course of study, while in most of them two or three of these languages are studied. Instruction in business and in music and the fine arts is given by 3.

For full statistics of colleges and universities reporting to this Office, see Table IX of the appendix; and for a summary, see the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Three colleges exclusively for young women are Wisconsin Female College, Fox Lake; Milwaukee College, Milwaukee; and Santa Clara Academy, Sinsinawa Mound. The college at Fox Lake is authorized by law to confer collegiate degrees. All include music, drawing, painting, and German in the course of study, one adding French and another Italian. For statistics, see Table VIII of the appendix; and for a summary, see the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Instruction in scientific branches is chiefly given in the college of arts of the University of Wisconsin, which includes, besides a general science course, departments of agriculture and of civil, mining, metallurgical, and mechanical engineering, all having courses of 4 years, which lead to a corresponding bachelor's degree.

Courses in science, leading to the degree of bachelor of science, are also offered by Lawrence and Galesville Universities and Milton, Racine, and Ripon Colleges.

For statistics of scientific schools reporting, see Table X of the appendix; and for a summary, see a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

The *theological* schools reporting are the Mission House, Franklin (Reformed); the Lutheran Theological Seminary of the Synod of Wisconsin; Nashotah House, Nashotah (Protestant Episcopal); and the Seminary of St. Francis of Sales, St. Francis (Roman Catholic). All but the last named report a 3-year course of study and require an examination for admission. In the Seminary of St. Francis the course is 9 years;

how many of these are preparatory does not appear. For statistics of these schools, see Table XI of the appendix; and for a summary of them, see the report of the Commissioner preceding.

Legal training is given in the college of law of the University of Wisconsin, in a course of 2 years, the method of instruction being chiefly by reading, lectures, and moot courts. Applicants for admission who are not college graduates must be 20 years old and must pass an examination in the ordinary English branches. For statistics, see Table XII of the appendix; and for a summary, the report of the Commissioner preceding.

Medical instruction was offered in only one school, and that is extinct.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

Wisconsin Institution for the Education of the Deaf and Dumb, Delavan, founded in 1852, trains the deaf-mutes of the State for a useful life, giving instruction in the common and higher English branches, including anatomy, philosophy, chemistry, and natural history. Special attention is given to articulation, penmanship, morals, and manners. Sewing, knitting, ironing, printing, cabinet and shoe making are taught. Pupils in 1883-'84, 212, under 13 instructors; State appropriation, \$40,000. The institution owns 37 acres of land, which, with buildings, &c., was valued at \$100,000. Expenditures for the year, \$40,000.

The *Milwaukee Day School for Deaf Children*, founded in 1883 and under control of the Wisconsin Phonological Institute, reports 8 pupils, but does not define the studies. The oral method is employed. The city appropriated \$1,200 for maintenance of the school during the year and \$300 were received from tuition fees.

St. John's Catholic Deaf-Mute Institute, St. Francis, founded in 1876, in 1883-'84 had 22 boys and 15 girls under instruction. Common school studies were pursued; articulation, to a limited extent, and agriculture, shoemaking, needlework, and general housework were taught.

For further statistics of deaf-mute schools, see Table XVIII of the appendix; and for a summary, see the report of the Commissioner preceding.

EDUCATION OF THE BLIND.

The *Wisconsin Institution for the Education of the Blind*, Janesville, in 1883-'84 had 78 pupils, who received instruction in common and high school branches, in vocal and instrumental music, and in carpet weaving, cane seating, sewing, and fancy work. The age for admission is from 8 to 21 years, and the State provides free board and tuition. All youth are admitted whose vision is too defective to allow them to receive the benefit of public school instruction. Total receipts for the year, \$25,000; expenditures, \$18,000; value of all property, \$175,000; volumes in library, 1,700.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Wisconsin Industrial School for Boys*, Waukesha, under State control, receives boys between the ages of 10 and 16 years, and in 1881-'82 reported 132 released on tickets; 21 released at 18 years of age, the limit of detention; 7 discharged; 8 escaped; and 299 on the roll. In 1882-'83 there were 229 pupils reported. The institution was founded in 1860, since which time 1,979 boys have received its care. The common school branches are taught; also, farm work, shoemaking, and knitting.

The *Wisconsin Industrial School for Girls*, Milwaukee, established in 1875, has for its object the moral and intellectual training of girls under 16 and boys under 10 years of age who are found destitute or disobedient or are in manifest danger of becoming vicious. In 1882-'84 there were 149 enrolled, some in a Kindergarten class, all representing 40 different counties. School is in session for the little ones 2 hours in the morning, 3 in the afternoon; 1 hour in the evening for the others. The studies include the common school branches, with some scientific and general literature. Instruction is also given in sewing, laundrying, and general housework.

For statistics of reform schools reporting, see Table XXI of the appendix; and for a summary, see the report of the Commissioner preceding.

For statistics of orphan asylums, see Table XXII.

EDUCATIONAL CONVENTIONS.

WISCONSIN STATE TEACHERS' ASSOCIATION.

The winter session of this association was held in Madison, December 26-28, 1883. President J. W. Stearns, of the White Water Normal School, called the meeting to order, and Professor Payne, of the University of Michigan, delivered an address on "Education as a university study." Among other subjects presented were "Industrial education in Europe and America," "Institution life for deaf and dumb," "The Netherlands

and the Rhine," and "Normal work in the high school." Among the topics reported upon were "How can the schools secure better supervision?" "What modifications of the school course do the times demand?" and "The teacher's mission in awakening in the community an interest in school work."

The summer session was also held at Madison, July 14-15, 1884, President Stearns again in the chair. After the committees were announced, papers and reports were read and discussed upon "The school and the home," "Elementary education," "Educational systems in the South," and "Instruction in the high schools in the theory and art of teaching." After the election of officers for the ensuing year the meeting adjourned.

CONVENTION OF CITY AND COUNTY SUPERINTENDENTS.

The annual convention of these school officers was held in the afternoon of December 28, 1883, with State Superintendent Graham in the chair. The attendance of superintendents was meagre, only 18 being present. Some very interesting subjects were presented, but owing to lack of time the discussions were brief.

CHIEF STATE SCHOOL OFFICER.

Hon. ROBERT GRAHAM, *State superintendent of public instruction, Madison.*

[Term, 1882 to 1885.]

ALASKA.

Educational affairs in Alaska remain much as reported in 1882-'83, the principal schools still being those in the southeastern portion of the Territory conducted and supported by the Presbyterian Church. A letter from their superintendent, Rev. Sheldon Jackson, reports them to be steadily growing in influence and in attendance. Of 7 different settlements mentioned, in which one or more schools had been taught during some portion of the year 1883-'84, the number of pupils attending in 5 was reported, aggregating from 500 to 600. One of them was a summer school, which followed the natives 16 miles down the coast, returning with them in the fall. Three schools had industrial departments connected with them; that at Sitka, having been designated as the Government industrial school for Eastern Alaska, promises great enlargement of its work.

No late information is at hand from any except 1 of the 3 schools sustained by the Alaska Commercial Company in the southwestern section of the Territory. This, at St. Paul's Island, reports 47 pupils enrolled during 1882-'83.

The appropriation by Congress of \$15,000 for industrial schools and \$25,000 for common schools in Alaska will doubtless give a powerful impetus to education in the Territory.

ARIZONA.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)	9,376	-----	-----	-----
Enrolled in public schools	3,751	4,516	765	-----
Average daily attendance	2,554	3,287	733	-----
Per cent. of school age enrolled	40	48.16	8.16	-----
Per cent. of same in average attendance..	27.24	35.06	7.81	-----
SCHOOLS.				
Number of school districts	110	127	17	-----
Number of schools	104	121	17	-----
Average term, in days	150	210	60	-----
Number of school-houses	68	87	19	-----
TEACHERS.				
Number of men teaching	42	61	19	-----
Number of women teaching	56	82	26	-----
Whole number of teachers	98	143	45	-----
Necessary to supply the schools	100	127	27	-----
FINANCIAL STATEMENT.				
Amount expended for public schools	\$77,998	\$161,862	\$83,864	-----
Valuation of public school property	82,183	153,466	71,283	-----
Average monthly pay of teachers	75	85	10	-----

(From reports of the territorial superintendent of public instruction for the years mentioned.)

TERRITORIAL SCHOOL SYSTEM.

- GENERAL CONDITION.

As will be seen from the preceding summary, the public schools, while not up to the standard desired, were making a fair degree of progress. The census taken in June, 1883, showed a school population of 9,376, more than 48 per cent. of whom were enrolled in public schools in 1883-'84, with about 35 per cent. in average daily attendance, an increase for the year of 8 per cent. enrolled and of nearly that proportion in average attendance. In the year 17 more school districts were organized, 19 more school-houses built, more schools were taught, and the average term for the Territory was, according to a written return, 60 days longer, though a printed report gives an increase of only 30 days. The new school-houses were said to be substantial and well adapted to the purposes for which they were erected, several of them having also been built with an eye to beauty of design and finish, and supplied with the latest improved furniture and apparatus. A majority of the country schools had also been supplied with the necessary school apparatus. The standard of scholarship required for license to teach was being gradually raised throughout the Territory. Many of the teachers had been trained in a normal school, and at least one-half of those who applied for certificates during 1883 and 1884 were graduates of universities or normal schools.

ADMINISTRATION.

The school system of Arizona is conducted by a superintendent of public instruction, elected for 2 years by the people; a territorial board of education, consisting of the governor, territorial treasurer, and superintendent; county superintendents;

county boards of 3 examiners; and a board of 3 school trustees for each district. The county probate judge is ex officio county superintendent and presiding officer of the county board of examiners.

SCHOOL FINANCES.

Four forms of school taxation are provided by the law. The first two, which are obligatory, consist of a territorial tax of 15 cents on \$100, which forms the territorial school fund, and of a county tax of not less than 50 nor more than 80 cents on \$100, which is known as the county school fund. The third is conditional, only being required of those districts in which the tax apportioned is inadequate to secure three months of school, and the fourth an optional tax for prolonging the school term beyond the three-month limit or for building school-houses, voted on by the district at a meeting called by the board of trustees. The territorial fund is apportioned to the counties on the basis of school population, 10 per cent. of it for libraries, the annual amount, however, not to exceed \$20 a year for this purpose.

Moneys arising from escheats go into the territorial school fund; those from fines, forfeitures, and gambling licenses, into the county school funds, except in incorporated villages or cities.

SCHOOL SYSTEM OF TUCSON.

SCHOOL STATISTICS AND OTHER EDUCATIONAL PARTICULARS.

Tucson had for January, 1883, an enrolment of 318, an increase of 84 over the preceding year, all under 6 regular and 2 special teachers, these last of music and Spanish. The school registers show that most of the new pupils come from families that have resided in the city for two years or more but have never before sent their children to the public schools. The superintendent states, with regret, that the school buildings do not meet the requirements of this growth, and that a further increase in attendance is impossible. A new building was to be erected soon, however, which will furnish ample room. Schools are classed as primary, grammar, and high, the course of study covering 11 years. Music and drawing enter into the first 8 years, special attention being given to oral instruction. Expenditures for the year were \$8,455.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL REQUIREMENTS.

Teachers must have attained the age of 18 years, must hold certificates of qualification from the county board of examiners or from the superintendent of public instruction, must keep a school register, and make proper certified reports to the county superintendent at the end of each quarter.

TEACHERS' INSTITUTES.

The law provides that whenever a county contains 20 districts a teachers' institute may be held at least once a year. Teachers are required to attend and participate in its proceedings. But the superintendent says the districts are scattered and the expenses attending institutes great. None, consequently, have been held in the last two years.

SECONDARY AND SUPERIOR INSTRUCTION.

SECONDARY.

The Territory makes no provision for the instruction of its youth beyond the common school course. Tucson, however, reports a high school, which offers 2 courses, scientific and literary, each of 3 years. The former includes the study of Spanish, and Latin is added to the latter. Students may elect either course, and diplomas of graduation are given on a satisfactory completion of it.

SUPERIOR.

No institutions of this class, either territorial or private, have reported to this Bureau.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. B. HORTON, *territorial superintendent of public instruction, Prescott.*

[Term, January 1, 1882, to January 1, 1884.]

Succeeded by R. L. Long, Phoenix.

DAKOTA.
STATISTICAL SUMMARY. ^a

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age ^b	56, 476	77, 499	21, 023	.....
Enrolled in public schools	33, 988	50, 031	16, 043	.....
Average daily attendance	20, 560	32, 520	11, 960	.....
Per cent. of school youth enrolled	60. 18	64. 55	4. 37	.....
Per cent. of school youth in attendance.	36. 40	41. 96	5. 56	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Organized districts	1, 644	1, 042	602	.....
Graded schools	51	69	18	.....
Ungraded schools	1, 356	1, 930	574	.....
School-houses	1, 136	1, 921	785	.....
School townships in 50 counties .....	.....	567	.....	.....
Average number of days of school...	93	101	8	.....
TEACHERS.				
Men teaching	461	863	402	.....
Women teaching	1, 056	2, 048	992	.....
Whole number of teachers	1, 517	2, 911	1, 394	.....
FINANCIAL STATEMENT.				
Total expenditure for public schools..	\$532, 325	1, 306, 879	\$774, 554	.....
Estimated value of public school property.	937, 764	1, 689, 658	751, 894	.....
Average monthly pay of men	39 70	38 43	.....	\$1 27
Average monthly pay of women	30 70	31 72	1 02	.....

^a The statistics are from 44 counties in 1882-'83 and from 65 in 1883-'84; in addition to these 65 there were 16 others not yet in a condition to report.

^b The school age was 5-21 in 1882-'83 and 7-20 in 1883-'84.

(From report and return of Hon. W. H. H. Beadle, territorial superintendent of public instruction of Dakota, for the two years indicated.)

TERRITORIAL SCHOOL SYSTEM.

GENERAL CONDITION.

As may be seen from the foregoing table, education has shared in the general prosperity that has marked Dakota affairs in the years reviewed. The superintendent says a better public sentiment has developed, and even a spirit of enthusiasm in school work, while the people have demanded longer terms and better schools and have kept their children more continuously and regularly in school. The large increase in school population and enrolment made it necessary to erect 785 school buildings, thus largely increasing expenditures.

ADMINISTRATION.

Educational affairs are in the hands of a superintendent of public instruction, appointed biennially by the governor and confirmed by the legislature; of county superintendents, chosen biennially by the people, women being eligible; and of township boards of 3 members, elected for 3 years, with annual change of 1. The duty of these boards is to provide buildings, employ teachers, regulate schools, and disburse the funds of the township. The school census must be taken annually. The Bible

may not be excluded from any public school nor deemed a sectarian book, and the law requires that the highest standard of morals shall be taught. School attendance is compulsory on all children 10 to 14 years of age for at least 12 weeks in each school year, 6 of these weeks to be consecutive, unless such children are excused by the school authorities for good reasons.

SCHOOL FINANCES.

Taxation is of two kinds: (1) a county tax of \$1 on each elector and of 2 mills on \$1 of taxable property, to be distributed to the several school corporations of the county in proportion to their youth over 7 and under 20 years of age; (2) a local tax, not to exceed 3 per cent. of the taxable property of the district in which it is levied. The general tax, or public fund, as it is called, is increased by penalties of various kinds and is distributed according to the ratio of school youth in each school corporation.

NEW SCHOOL LEGISLATION.

A new school law in 1883 changed the ending of the school year from March 1 to June 30; made the school age, which had undergone several previous alterations, 7-20; required an annual census of school children; abolished districts and subdistricts in school townships; gave free choice as to the schools to be attended, but made education for at least 12 weeks in each school year compulsory on all youth 10 to 14 years of age; and appropriated \$600 a year for the employment of experienced conductors of teachers' institutes.

CITY SCHOOL SYSTEM OF YANKTON.

ADMINISTRATION AND STATISTICS.

The municipal system is in no way subordinate to the territorial system, its only obligation being to report its school population in order to receive its share of the school fund. Under a board of education composed of 10 members, including secretary and treasurer, the Yankton system in 1883-'84 was still progressing. The school population of the city comprised 1,114 children, of which number 751 were enrolled in public schools and 474 were in average daily attendance. The schools, classed as primary, grammar, and high, were taught 175 days by 13 teachers, including the superintendent, who gives part of his time to teaching, and 1 special teacher of vocal music. The schools occupied 12 rooms, containing 576 sittings for study.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL REQUIREMENTS.

Teachers to be employed must present certificates of qualification from the superintendent of public instruction or from a county superintendent, and to receive pay must furnish duplicate reports of attendance and whatever statistics are needful for making an accurate report of their schools at the end of each term, one report for the district clerk and one for the county superintendent.

TERRITORIAL NORMAL TRAINING.

The Territorial Normal School, Springfield, has been suspended.

Notice comes through the New York School Journal that a new State normal school was opened at Madison, December 5, 1883, under the principalship of Prof. C. S. Richardson, a graduate of Colby University, Waterville, Me.

OTHER NORMAL TRAINING.

The University of Dakota presents teachers' courses of 1 and 2 years and 2 years of advanced normal training. Students qualified to teach at the end of the first and second years receive a certificate of proficiency, and those who satisfactorily complete the 4-year course receive diplomas conferring the degree of bachelor of didactics.

TEACHERS' INSTITUTES.

The law requires institutes to be held, conducted by teachers employed or designated by the territorial superintendent, and \$600 are appropriated annually for this purpose. Every applicant for a county teacher's certificate must pay \$1, which is added to the institute fund of the county where it is received. From the territorial fund not more than \$60 may be paid for the expense of any institute, which institute must continue in session two weeks, and no institute aided by this fund shall continue for less than five days. Two or more counties, however, may be grouped into one institute and \$80 appropriated for its use. Money assigned for any particular institute may be added to the county institute fund of any county and the institute extended as long as the combined funds may last, not exceeding four weeks. In 1883-'84 there were 39 county institutes held and 70 sessions of county teachers' associations were reported.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

This class of schools is not required by law, but has been established in the larger towns. Yankton, the only one furnishing statistics for 1882-'83, had 1 school building, with 46 sittings for study. The enrolment during the first quarter was 37, with 33 in average daily attendance, but the number fell off considerably before the end of the year, only one being graduated, many of them leaving the high school to enter the new college. Owing to the advantages of an advanced education from this source, the course was shortened from 4 years to 3.

SUPERIOR INSTRUCTION.

TERRITORIAL UNIVERSITY.

The University of Dakota, Vermillion, organized and opened in 1883, has preparatory and collegiate departments, the former extending over 3 and the latter over 4 years. The collegiate department has 3 courses, classical, scientific, and literary. A 4-year course in normal training is also presented, as before stated, and arrangements are being perfected for thorough instruction in vocal and instrumental music. In 1883-'84 there were 95 students enrolled, under 7 instructors.

By a vote of the regents, Superintendent W. H. H. Beadle was to organize and conduct at the university a normal institute in August, 1884, of which full information is expected in the report for 1884-'85.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Dakota School for Deaf-Mutes, Sioux Falls, founded in 1880, in 1883-'84 had 23 pupils, under 2 instructors, making 28 from the beginning. The common English branches were taught, with penmanship, drawing, and agriculture. The Territory appropriated \$12,000 and the expenditures were \$4,830 for the year.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. H. H. BEADLE, *territorial superintendent of public instruction, Yankton.*

[Third term, 1883 to 1885.]

Then to be succeeded by Hon. A. Sheridan Jones.

DISTRICT OF COLUMBIA.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Population of the District.....	a177,625	a177,625	.....	.....
Total school population (6-17)	a 43,558	a 43,558	.....	.....
Colored school population (6-17)	a11,938	a11,938	.....	.....
Total enrolment in public schools	28,571	30,388	1,817	.....
Colored youth enrolled.....	8,710	9,167	457	.....
Per cent. of enrolment to school youth	65.59	69.76	4.17	.....
Average daily attendance.....	22,291	22,318	27	.....
Colored youth in daily attendance....	6,815	6,895	80	.....
Per cent. of attendance to school youth.	51.18	51.24	.06	.....
Estimated enrolment in private and church schools.	5,000	4,000	.....	1,000
SCHOOLS.				
Number of sittings.....	25,028	25,076	48	.....
Average duration of schools, in days..	192	189	.....	3
TEACHERS.				
Number of men teaching.....	46	56	10	.....
Number of women teaching.....	459	469	10	.....
Total number of teachers	505	525	20	.....
Colored teachers	147	154	7	.....
FINANCIAL STATEMENT.				
Expenditure for public schools	\$669,691	\$559,697	.....	\$109,994
Value of public school property	1,206,355	1,296,355	\$90,000	.....
Average monthly pay of teachers.....	66 50	66 50	.....	.....

a Census of 1880.

(From returns by Hon. E. A. Paul, acting superintendent of public schools, and G. F. T. Cook, superintendent of colored schools.)

DISTRICT SCHOOL SYSTEM.

GENERAL CONDITION.

In the absence of printed reports of the public schools in the District, their general condition can be seen only from the preceding statistics, gathered at the office of the superintendent and certified to by him.

From 1880-'81 to 1882-'83 there was an increase of 1,272 in enrolment, although that of the colored youth fell off by 873; in average daily attendance, a gain of 1,561, that of colored falling off by 477. In 1882-'83 there were 3,295 more sittings than in 1880-'81; 45 more teachers, of whom 12 were colored; expenditure for public schools increased \$142,379, while school property seems to have diminished in value \$120,533. The gains of 1883-'84 over 1882-'83 show a continued advance on all material points, there being no decrease worthy of note except of 1,000 in the private and church schools and of \$109,994 in expenditure for public schools.

From both white and colored superintendents assurances were received that the schools of both classes were in a prosperous condition.

ADMINISTRATION.

The absence of suffrage in the District of Columbia places the choice of the 9 members of the board of trustees, which is the educational authority, in the hands of the

Commissioners of the District. This board annually selects 2 superintendents, who are its chief executive officers, and chooses supervising principals, who act under the supervision of these superintendents; through its committee on teachers, the board of trustees also appoints an examining board composed of the 2 superintendents and an undefined number of supervising principals and principals of public schools. To assign each superintendent to his proper sphere of action, the public schools have been formed into 8 divisions, the first 4 comprising the white schools of Washington, the fifth those of Georgetown, and the sixth the rural schools for both races, over all of which one of the superintendents exercises authority; the seventh and eighth, comprising the colored schools of Washington and Georgetown, are under the control of his colleague.

SCHOOL FINANCES.

To support the system Congress makes an annual appropriation, one-half of which is taken from the amount raised by local taxation and the other from the public funds of the United States. The school age is 6-17. The schools are all graded, with a few exceptions among the rural schools, and each race is taught by instructors of its own color.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL DISTRICT REQUIREMENTS.

All examinations of candidates for teachers in the public schools and for promotion are conducted by a board of examiners consisting of the 2 superintendents and others appointed annually by the committee on teachers from the supervising principals and the principals of public schools. The result of such examinations is reported to the committee on teachers, who select such candidates as in their judgment have given evidence of qualification and report their selection and the class of certificate to which the candidates are thought to be entitled to the board of trustees, who proceed to consider the same and determine what candidates may receive certificates and the grade of the certificates.

DISTRICT NORMAL TRAINING.

There are 2 normal schools connected with the public school system of the District, 1 for white teachers, the other for colored. Owing to the non-publication of school reports there is no official information in regard to them at hand. The Miner Training School for Colored Women Teachers is said to have done good service in training teachers for the colored schools of Washington. It is under the care of Miss Lucy Moten, a graduate of these colored schools and more recently of the State Normal School at Salem, Mass.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The *Washington High School* reported for 1882-'83 382 students, including 51 unclassified; and for 1883-'84, 509, including 41 unclassified students, showing an increase of 127 over 1882-'83. The courses, each of 3 years, are (1) academic; (2) scientific; (3) business. There is also a special elective course for the first and second years in object drawing, historical ornament, plant forms from nature, projection, and perspective; for the third year, a choice in instrumental drawing, free hand drawing, and design in colors. The graduating class of 1883 numbered 13 young men and 23 young women. In its new quarters, the school has ample accommodations in study and classrooms, and the advantages of a library, lecture and drawing rooms, drill and exhibition halls, and laboratories. Military training, under a United States officer, was among the regular exercises of the school.

The *High School for Colored Students* is said to have been in successful operation during the year, but no report of it has been published.

OTHER SECONDARY SCHOOLS.

For information respecting business colleges, private academic schools, preparatory schools, or preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of them, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Georgetown*, *Columbian*, and *Howard Universities* continued in 1883-'84 substantially the same collegiate courses they have heretofore reported. They are all of fair standard and well equipped and officered. *Columbian University* has been provided with a large and excellent brick building in the heart of Washington, near its medical

department, the law school having a home in the new university building. Howard, through aid from friends, made a beginning of an industrial department in carpentry, tin and sheet iron work, printing, shoemaking, sewing, and cookery, to be enlarged as means may be provided.

Gonzaga College in 1883-'84 had as yet only the beginning of a true collegiate course, preceded by rudimentary and grammar classes, with a non-classical course of undefined length.

In the *National Deaf-Mute College* the curriculum embraces 5 years, 1 of them introductory. Students desiring to do so may pursue a selected course of 3 years for the degrees of B. S., PH. B., or L. B. The master's degree is conferred on graduates of 3 years' standing who furnish evidence of progress in science, philosophy, literature, or the liberal arts after graduation.

For further information concerning these colleges, see Table IX of the appendix; for summaries of same, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific courses of 3 years, leading to the degree of B. S., continue in the Georgetown and National Deaf-Mute Colleges. In the Columbian University a Coreoian School of Science and Arts has been established, and will open in October, 1884, in the new university building, corner of Fifteenth and H streets. The general course will embrace studies in literature, science, and arts, leading to degrees of bachelor of science, of civil, mechanical, and mining engineer.

PROFESSIONAL.

Theological.—Howard University in 1883-'84 had a well organized theological department (non-sectarian), with Greek and Hebrew for such as are prepared for them, the course requiring 3 years. Its support comes from the American Missionary Association and the Presbytery of Washington City.

Legal.—The law departments of Georgetown, Columbian, Howard, and National Universities in 1883-'84 continued their 3-year courses of legal instruction, leading to the degree of bachelor of laws; also, additional graduate courses of 1 year, on completion of which the degree of master of laws is conferred. Graduates are admitted to practice at the bar of the District after examination by a committee appointed by the court.

Medical.—The National Medical College, medical department of Columbian University, and the medical department of Howard University have each an annual session of 20 weeks, the medical department of the National University (1884) one of about 27 weeks, while the medical department of Georgetown College shows one of 30 weeks. All have 3-year graded courses; all require for admission evidence of qualification for the successful study of medicine; and, for graduation, substantially 3 years of study, attendance on 3 courses of lectures, clinics, anatomy, and dissection, with final satisfactory examinations on all the studies of the course.

Pharmacy.—The National College of Pharmacy, with annual session of about 32 weeks, requires for graduation 2 years of study in chemistry (practical and analytical), toxicology, pharmacy, materia medica, and botany, the degree of doctor of pharmacy being conferred.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Columbia Institution for the Deaf and Dumb, Kendall Green, near Washington, including the Deaf-Mute College, in 1883 had 106 pupils, 40 admitted during the year. Of these 41 were in the college department and 65 in the preparatory. The work of instruction has proceeded as usual. In the intellectual courses the success is said to have been highly satisfactory. Training in articulation has been given to nearly two-thirds of the primary department, with very gratifying results. The older pupils have derived great physical benefit from the gymnasium. Such boys as were capable of improving have been taught carpentry and cabinet work.

EDUCATION OF THE BLIND.

As heretofore, the District of Columbia continues to provide for its blind in the Maryland Institution for the Blind.

INDUSTRIAL AND REFORMATORY.

The *Associated Charities of the District of Columbia*, in July, 1884, at its central office, opened a school for the instruction of girls 12 to 18 years of age in housekeeping. They were taught to build fires, set and wait on tables, wash dishes, sweep and dust,

take care of house, wash and iron, make beds, and sew. Two exhibitions of progress made are said to have given proofs of excellent training and satisfactory results.

The same association opened a free Kindergarten, with an average attendance of 20 children 3 to 6 years of age. There was also maintained jointly a kitchen garden and a Kindergarten for a portion of the year.

An industrial school has been supported, the principal going into the streets and picking up the children who were roving about in idleness and filth, and putting them under wholesome influences. This association has paid, in a 6-month term, for the instruction of one class in cookery.

The *Metropolitan Industrial School* reports in 1883-'84 the introduction, among other industries, of the manufacture of straw goods, with encouraging success. There were 56 girls enrolled in the school. A night school for boys who work during the day is said to have been well attended.

The *Reform School of the District of Columbia* reported for 1883-'84 a total population of 243; committed during the year, 103; discharged, 80; leaving at close of the year 163 inmates. All the younger boys are employed one-half their time in chair caning. The tailoring and shoe departments furnish clothes and shoes for all the inmates. Various other industries receive attention. The schools hold regular sessions throughout the year in rooms provided for the purpose.

The *Industrial Home School of the District of Columbia*, for both sexes, had, at beginning of 1883-'84, 63 inmates; received during the year, 58; discharged, 44; cared for, 121; found homes for, 22; returned to friends, 18. The schools are under public school control and are said to have made fine progress. Industries are pursued in a carpenter's shop, a greenhouse, and garden. Girls are instructed in house work and sewing, with the prospect of soon having a kitchen garden.

CHILDREN'S HOMES AND ORPHAN ASYLUMS.

Six such homes and asylums reported in 1881-'82 an aggregate of 583 inmates and continued their work in 1883-'84.

For information as to these institutions, see Table XXII of the appendix; for a summary of same, the report of the Commissioner preceding.

TRAINING IN ART AND MUSIC.

So far as known, the enterprising art schools of Mr. W. M. Rouzee, Mr. Edmund C. Messer, Mrs. S. E. Fuller, and Mrs. I. R. Morrelle, reported in 1881-'82, continue their work, though no official report from any of them has been received at this Office for 1883-'84. The same is true of the Washington Conservatory of Music, Mr. O. B. Bullard; the School of Music of Mr. Theo. Ingalls King; and the Georgetown Conservatory of Music.

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATIONS.

A voluntary association of the graduates of the Normal School for White Students meets once a month to compare experiences in government and teaching.

CHIEF DISTRICT SCHOOL OFFICERS.

Hon. J. ORMOND WILSON, superintendent of public schools for white pupils in Washington and Georgetown, and of the schools for both races in the rural districts, holds office till 1885.

Hon. GEORGE F. T. COOK is superintendent of the public schools for colored pupils in Washington and Georgetown.

[Mr. Wilson is to be succeeded by Mr. W. B. Powell in 1885.]

IDAHO.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	10,936	13,140	2,204	.....
Number of scholars enrolled	<i>a</i> 6,424	<i>a</i> 8,257	1,863	.....
Per cent. of school youth enrolled	58.74	63.06	4.32	.....
Average daily attendance .....	.....	.....	.....	.....
DISTRICTS AND SCHOOLS.				
Number of school districts	<i>b</i> 198	<i>c</i> 238	40	.....
Number of school-houses	<i>d</i> 139	<i>e</i> 166	27	.....
Number of schools	<i>f</i> 139	<i>g</i> 180	41	.....
TEACHERS.				
Whole number of teachers	<i>h</i> 200	.....	.....	.....
FINANCIAL STATEMENT.				
Value of school property	\$31,000	.....	.....	.....
Total expenditure for public schools ..	<i>i</i> 66,848	\$89,914	\$23,066	.....
Average monthly pay of men	<i>h</i> 60	.....	.....	.....
Average monthly pay of women	<i>h</i> 50	.....	.....	.....

a Nine districts not reporting.*b* Four districts not reporting.*c* One district not reporting.*d* Fifty-three districts not reporting.*e* Fifty-five districts not reporting.*f* Fifty-one districts not reporting.*g* Twenty-one districts not reporting.*h* In 1882.*i* One county not reporting.

(From report and returns of Hon. James L. Onderdonk, territorial superintendent of public instruction, for the two years indicated.)

TERRITORIAL SCHOOL SYSTEM.

GENERAL CONDITION.

It is a source of regret that the statistics from counties and districts are so incomplete, but the summary above given indicates healthy growth. The superintendent says that the success of the graded schools in Boise City and Lewiston has been most gratifying, a higher standard having been attained than ever before; that every year the demand becomes more imperative for a higher degree of education; and adds that there is a great and increasing improvement in the school-houses built throughout the Territory. The principles of light, ventilation, and hygiene are receiving in some degree the attention which their importance demands; the standard of teachers is improving, and there is a growing tendency to allow them a more suitable compensation. The salaries in the rural districts average about \$50 a month and board; in mining communities, from \$60 to \$125; and in the more advanced schools, from \$75 to \$150.

ADMINISTRATION.

The territorial controller is ex officio superintendent of public instruction and county auditors are ex officio county school superintendents. Each county has a board of examiners and each district a board of 3 trustees. Schools cannot be sustained from the public school fund if any political or sectarian doctrines be taught therein; and the distribution of books, tracts, or documents of this character in them is forbidden by law.

SCHOOL FINANCES.

The public schools are sustained from the income of a general territorial school fund, from a county tax of not less than 2 nor more than 8 mills on the dollar, from moneys arising from legal fines and forfeitures, and from fees paid by teachers for certificates of qualification. The basis of distribution of the school money is the number of children of school age (5-21 years). Districts may levy special taxes for building or repairing school-houses, and, when the cost of repairs does not exceed \$25, the trustees may levy a rate bill, to be collected from such patrons of the school as are able to pay.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL TERRITORIAL REQUIREMENTS.

Teachers must present to the proper school officers certificates of qualifications from the county board of examiners, said certificates to state the branches which the holder is competent to teach and to be valid for 2 years; and no certificate may be granted to any applicant who is not found competent to teach the common English branches.

TEACHERS' INSTITUTES.

The law of Idaho makes no provision for this means of instruction for its teachers, but Superintendent Onderdonk says institutes have been held in several counties, with beneficial effects, and that their establishment has given rise to a spirit of emulation among the teachers. He further says that, if the legislature would adopt a territorial system and provision could be made for holding a territorial teachers' institute, such institute would be of incalculable value to the educational interests of the Territory.

ADVANCED INSTRUCTION.

NORMAL AND SECONDARY SCHOOLS, COLLEGES, ETC.

There are no schools for normal, secondary, superior, or special instruction reported from this Territory.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JAMES L. ONDERDONK, *territorial superintendent of public instruction, Boise City, Idaho.*

[Third term, February, 1883, to February, 1885.]

INDIAN TERRITORY.

STATISTICS OF INDIAN EDUCATION.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
School youth among tribal Indians...	35,883	39,918	4,035	.....
School youth in the Five Nations....	11,450	^a 12,837	1,387	.....
Enrolment of the former class in schools.	10,241	11,731	1,490	.....
Enrolment of the latter class in schools.	^b 4,984	7,862	2,878	.....
Per cent. of school youth enrolled	32.17	37.14	4.97	.....
Average attendance of the former	6,504	7,650	1,146	.....
Average attendance of the latter	^b 1,957	3,978	2,021	.....
Per cent. of school youth in average attendance.	17.87	22.04	4.17	.....
Largest monthly average attendance of the tribal youth.	7,962	9,515	1,553	.....
Largest monthly average attendance of the youth in Five Nations.	2,244	1,230	.....	1,014
SCHOOLS AND SCHOOL SITTINGS.				
Boarding schools of tribal Indians....	82	89	7	.....
Boarding schools of the Five Nations.	14	17	3	.....
Day schools of the former class.	117	126	9	.....
Day schools of the latter class.....	199	201	2	.....
School sittings of the former class....	11,214	12,178	964	.....
School sittings of the latter class....	7,599	10,704	3,105	.....
TEACHERS.				
Teachers among tribal Indians	683	785	102	.....
FINANCIAL STATEMENT.				
Expenditure for schools on reservations.	\$449,445	\$848,498	\$244,688	.....
Expenditure for others, at Carlisle, Hampton, &c.	154,365			
Expenditure for schools of the Five Nations.	175,608	196,612	21,004	.....
EDUCATIONAL RESULTS.				
Number of tribal Indians that can read.	14,399	19,579	5,180	.....
Number that have learned to read in the year.	1,889	2,257	368	.....
Number in the Five Nations that can read.	32,050	.....	.....	.....
Number that have learned to read in the year.	2,350	.....	.....	.....
Number of tribal Indians that speak English.	23,505	25,394	1,889	.....
Number of the Five Nations that speak English.	45,800	.....	.....	.....

^aNo census taken. A proportionate increase to that of the tribal Indians assumed and calculated.
^bNo report from 26 Creek day schools in 1882-'83.

(From reports of Hon. H. Price, Commissioner of Indian Affairs, for the two years above indicated.)

TERRITORIAL SCHOOL SYSTEM.

GENERAL CONDITION.

The above table denotes an important and general advance in every way. Of the 264,369 Indians in the United States, exclusive of those in Alaska, 64,000 wear citizens' dress and 71,194 speak English sufficiently well for ordinary conversation; 38,051 families were engaged in agricultural pursuits during the year and the number of male Indians performing manual labor in civilized pursuits was 57,053. There were 29,074 houses occupied by Indians, of which number 1,975 were built during the year by the Indians and 292 for them.

ADMINISTRATION.

The school systems of the Five Nations are nearly alike. The Cherokees have a board of education, consisting of 3 persons of liberal literary attainments appointed by the principal chief and confirmed by the senate, who appoint to each primary school 3 directors for local supervision. Among the Choctaws, Chickasaws, Creeks, and Seminoles there are superintendents of public schools, boards of education for general control and for local supervision, and trustees who have charge of the schools in the districts into which the territory of each tribe is divided.

Each nation holds teachers' institutes at its capital annually. Schools are established only where 10 or more scholars can be got together. The neighborhood builds the house and the nation furnishes teachers and books. Most of the teachers are educated Indians, who teach only English in their schools. In addition to the neighborhood schools, each nation has academies and seminaries, and boarding schools for their children alone. The Cherokees have 2 fine seminaries, managed and operated by themselves. The Choctaws have 3 large academies, managed by religious associations. The Chickasaws have 4 academies, conducted by contractors who are citizens of their nation. The Seminoles have 2 and the Creeks 4, under the management of religious societies. There are also private schools receiving no support from the nations.

The schools at Carlisle, Hampton, and Forest Grove, Oreg., were continued in 1882-'83 and 1883-'84 on essentially the same plan as previously, namely, with a combination of industrial pursuits and school studies, half a day for each. It is also learned that in January, 1881, a boarding and industrial school was opened at Albuquerque, N. Mex., for the children of the Pueblo Indians of that region, which had for its first year an average attendance of 40. This school in 1883 reported 112 attending for a month or more during the year, with an average attendance of 82; in 1884 the enrolment was 147, the average attendance 115. Other schools of this class are reported at Genoa, Nebr., and at Chilocco, Ind. Ter. Movements were on foot for at least one other in New Mexico, in some connection with the projected university of that Territory, and for yet another at Lawrence, Kans.

CHIEF SCHOOL OFFICERS.

These at last advices were reported to be as follows:

FOR THE FIVE NATIONS.

Hon. O. H. BREWSTER, *president of the board of education of the Cherokees, Tahlequah, Ind. Ter.*
 Hon. BENJAMIN BIRNEY, *school superintendent of the Chickasaws, Tishomingo, Ind. Ter.*
 Hon. EDMUND MCCURTIN, *school superintendent of the Choctaws, Red Oak, Ind. Ter.*
 Rev. JOHN MCINTOSH, *school superintendent of the Creeks, Eufaula, Ind. Ter.*
 Hon. THOMAS CLOUD, *superintendent of schools for the Seminoles, Wewoka, Ind. Ter.*

FOR OTHER INDIAN SCHOOL WORK.

General S. C. ARMSTRONG, *Hampton Normal School, Hampton, Va.*
 Capt. R. H. PRATT, *Training School for Indian Youth, Carlisle, Pa.*
 H. J. MINTHORN, *Training School, Forest Grove, Oreg.*
 SAMUEL F. TAPPAN, *Training School, Genoa, Nebr.*

MONTANA.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-21)	14, 208	15, 082	874	.....
Enrolled in public schools.....	7, 033	8, 118	1, 085	.....
Average daily attendance	5, 117	4, 465	.....	652
Per cent. of school youth enrolled	49. 50	53. 82	4. 32	.....
Percent. of attendance to school youth.....	36. 01	29. 60	.....	6. 41
Pupils in private schools.....	189	301	112	.....
DISTRICTS AND SCHOOLS.				
Districts	180	216	36	.....
Graded schools reported	a12	a13	1	.....
Ungraded schools.....	173	203	30	.....
Total number of schools.....	b203	254	51	.....
Average term of schools, in days	100	103	3	.....
Public school-houses built during the year.....	17	38	21	.....
Total number of school-houses	160	198	38	.....
Private schools	c9	d14	5	.....
TEACHERS.				
Number of men teaching.....	75	97	22	.....
Number of women teaching.....	151	195	44	.....
Total number of teachers	226	292	66	.....
FINANCIAL STATEMENT.				
Expenditure for public schools	\$260, 030	.....	.....	.....
Valuation of school property.....	225, 000	\$335, 371	\$110, 371	.....
Average monthly pay of men.....	71 40	.....	.....	.....
Average monthly pay of women.....	54 50	.....	.....	.....
Average monthly pay of both	58 80	66 70	7 90	.....

a One county not reporting.
b Eight counties not reporting.

c Six counties not reporting.
d Five counties not reporting.

(From report and return of Hon. Cornelius Hedges, superintendent of public instruction of the Territory, for the two years indicated.)

TERRITORIAL SCHOOL SYSTEM.

GENERAL CONDITION.

The above summary, as well as other information, indicates a steady improvement in the schools in nearly all essential respects, the only exception being a small decrease in average daily attendance. But these statistics are not so complete and accurate as could be desired, owing partly to the law, which requires two reports each year, thus bringing together figures which properly belong to two separate years, and partly to the neglect of district officers to furnish their reports when due. There was a fair increase in the number of youth of school age and a greater one in the number enrolled in public schools, the enrolment being nearly 54 per cent. of the enumerated youth, notwithstanding the fact that the school age here comprises all between 4 and 21 and that very few attend school who are under 5 or over 15. The superintendent thinks that very few children between these ages are out of school. An increase was reported in the number of schools, in the average term taught, in the amount of funds expended on the schools, in the number of school-houses, and the valuation of school property. The superintendent notes a great improvement in school buildings and furniture in many parts of the Territory, nearly every city or town of considerable size having an elegant and commodious graded school building.

ADMINISTRATION.

Educational affairs are managed by a territorial superintendent of public instruction, county superintendents, and district boards of 3 trustees. The first is appointed biennially by the governor; the others are elected by the people, county officers for 2 years and district boards for 3, with annual change of 1. Provision is made for the education of colored children in separate schools. Instruction must be given in all schools, during the entire course, in morals, manners, and laws of health, with due attention to physical exercise and to the ventilation and temperature of school rooms. Nothing of a political or sectarian nature may enter into the instruction in any school.

SCHOOL FINANCES.

The schools are sustained from money derived from a county tax of not less than 3 nor more than 5 mills on the dollar, from unlimited taxes voted by the districts, from various fines, and from a fund arising from the sale of town lots previously reserved to provide for the erection and furnishing of school buildings, or for general school purposes when the district shall so elect. The county tax and the amount derived from legal penalties are distributed to the districts in proportion to their population of youth of school age, excluding Indians not under the guardianship of white persons, provided school has been maintained 3 months.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL TERRITORIAL REQUIREMENTS.

Teachers must hold certificates of qualification from the recognized school officers, such certificates to be valid for 2 years, and, to receive their last month's pay, must submit an annual report to the county superintendent and a duplicate one to the district clerk.

TERRITORIAL NORMAL TRAINING.

The law makes no provision for normal instruction. In 1882 a normal course was given in the Helena High School, but no further information has been received.

OTHER NORMAL TRAINING.

The law requires that teachers' institutes be held annually in every county having 5 or more organized districts and makes it the duty of the territorial superintendent to attend. Such institutes were held in 1883 in every county but 2, and in 1884 in every county but 1. Attendance was generally good, and 3 days were profitably spent in discussing various methods of teaching, the evenings being generally devoted to lectures or discussions of more general questions. The superintendent says the results of these institutes have fully realized the anticipated benefits. The law requires teachers to attend these institutes, but names no penalties for non-attendance.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

High school studies are a part of the territorial system. The Helena High School in 1882 reported scientific and classical courses of 4 years each, but no information has been received subsequently of this or any other.

OTHER SECONDARY SCHOOLS.

For statistics of an institution of this class, see Table VI of the appendix; and for a summary, see the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

During 1883-'84 there were 4 deaf-mutes maintained by Montana at the National Deaf-Mute College, Washington, D. C., and 1 at the Missouri Institution for the Education of the Deaf and Dumb, Fulton, Mo.

EDUCATIONAL CONVENTION.

MONTANA TERRITORIAL TEACHERS' ASSOCIATION.

The Territorial Teachers' Institute for 1883 was held at Deer Lodge, in the latter part of August, in connection with the county institute. The attendance was not large, but good work was done and the interest increased to the last.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. CORNELIUS HEDGES, *territorial superintendent of public instruction, Helena.*
[Term, February, 1883, to February, 1885.]

NEW MEXICO.**TERRITORIAL SCHOOL SYSTEM.****ADMINISTRATION.**

By an act of the legislature approved March 31, 1884, a system of public schools was established in the Territory of New Mexico. Under this a superintendent of schools for each county is to be appointed by the county commissioners, holding his office till his successor is appointed. Each superintendent must within one month after he is qualified, or as soon thereafter as practicable, call a public meeting in each school district, when 3 directors are to be elected, to hold office till the next general election, when the same number are to be elected for 2-year terms. Each of the voting precincts constitutes a school district, in which must be established at least one public school. In these schools the common branches are to be taught, with history of the United States, in English or Spanish, or both, as the directors may determine. The county school funds are to be apportioned to the various districts in proportion to the number of children 5 to 20 years of age residing therein.

No reports under this system can be expected until the close of the school year 1884-'85.

UTAH.

STATISTICAL SUMMARY.

	1883.	1884.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18)	45,908	48,889	2,981	-----
Enrolled in public schools.....	28,637	29,325	638	-----
Average daily attendance	17,787	19,073	1,286	-----
Per cent. of school youth enrolled	62.49	59.98	-----	2.51
Per cent. of school youth in average attendance.	38.75	39.01	.26	-----
SCHOOLS.				
Number of schools taught.....	411	-----	-----	-----
Number of school rooms.....	411	455	44	-----
Average term of schools, in days.....	130	135	5	-----
TEACHERS.				
Number of men teaching.....	252	261	9	-----
Number of women teaching	312	331	19	-----
Whole number of teachers.....	564	592	28	-----
FINANCIAL STATEMENT.				
Expenditure for public schools.....	\$182,414	\$204,340	\$21,926	-----
Valuation of school property	408,729	433,461	24,732	-----
Average monthly pay of men teaching.	46 80	49 80	3 00	-----
Average monthly pay of women.....	28 31	28 80	49	-----

(From report and returns of Hon. L. John Nuttall, territorial superintendent of district schools, for the two years indicated.)

TERRITORIAL SCHOOL SYSTEM.

GENERAL CONDITION.

The statistics of 1883 and 1884 show growth in nearly all particulars, the only exception being in the per cent. of school population enrolled in public schools, the number of school age having increased during the year by nearly 3,000 and that of pupils enrolled by only 638. The average attendance, however, was 1,286 more than the previous year, the per cent. of this to school population remaining about the same; the average term for the Territory was 5 days longer, and the average pay of teachers increased, as did the whole amount expended for public schools and the valuation of school property.

The superintendent says there has been a natural and vigorous growth in the schools and a great improvement in the character and value of the instruction given; that there is an increasing demand for good and well trained teachers, as well as for good and well furnished school-houses, with a determination on the part of school officers and people to do all that is possible towards securing these.

ADMINISTRATION.

The territorial superintendent of district schools, elected for 2 years, has general charge of public school affairs. The local officers are county superintendents, elected by the people for 2 years, and district school trustees, elected for 3 years, with annual change of 1. There are also boards for the examination of teachers, comprising 3 members, appointed by the county courts. The territorial and county superintend-

ents, in convention, determine what text books are to be used in the public schools. The law requires district trustees to take an annual census of school youth and to report to the county superintendent the condition of the schools.

SCHOOL FINANCES.

Public schools are supported from a tax of 3 mills on \$1 of ordinary taxable property, from taxation of railroads, sale of estrays, and a special district tax not to exceed 2 per cent. a year. The school funds are distributed in proportion to the number of children of school age (6-18), as reported annually by county superintendents.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL TERRITORIAL REQUIREMENTS.

Teachers must hold certificates of the required qualifications, signed by the board of examiners; these certificates are valid for the term of 1 year.

TERRITORIAL NORMAL TRAINING.

The University of Deseret gives free tuition annually to 40 normal students, in addition to the 40 annually provided for by the Territory. There was in 1883-'84 a much larger attendance in the normal department than ever before. In 1883 the course was extended from 1 year to 2 years, and the president of the university expresses himself as being thoroughly convinced of the wisdom of the change, and recommends that a model school be established in connection with the normal department, having the 3 grades of primary, grammar, and high school studies. Five students were graduated from the 2-year course in 1883 and 20 in 1884.

OTHER NORMAL TRAINING.

The Brigham Young Academy, Provo City, offers a 2-year course of normal instruction, but does not report full statistics. Utah County provides for a permanent class of 10 students in this institution.

TEACHERS' INSTITUTES.

The County Teachers' Association holds 10 sessions annually at Provo, Utah County, and among the minutes of these meetings is found the discussion of the following subjects: (1) That the grading of schools is economy of means, time, and labor; (2) that the employment of non-progressive and transient teachers is not a remunerative investment; (3) the encouragement and support of proficient teachers is a public benefit; and (4) that the school should be made a pleasant place of resort instead of a purgatory for boyhood. Other institutes were held during the year in Box Elder, Cache, Sevier, and Wasatch Counties.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There is no information regarding any public high schools in this Territory other than the academic department of the University of Deseret.

ACADEMIES AND SEMINARIES.

For statistics of academies and seminaries reporting, see Table VI of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

SUPERIOR, SCIENTIFIC, AND PROFESSIONAL INSTRUCTION.

UNIVERSITY OF DESERET.

The University of Deseret, Salt Lake City, provides scientific, classical preparatory, normal, and preliminary courses, the first covering 3 years and the classical preparatory and normal 2 years each. The studies include chemistry, free hand, mechanical, and architectural drawing, physiology, geometry, surveying, botany, music, French, German, Latin, &c.

A series of lectures is given upon the elements of law, intended to be preliminary to a fuller course of study in the future.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. L. JOHN NUTTALL, *territorial superintendent of district schools, Salt Lake City.*

[Term, August, 1881, to August, 1885.]

WASHINGTON TERRITORY.

STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-21).....	23,899	31,599	7,700	.....
Public school enrolment.....	a16,698	22,341	5,643	.....
Average daily attendance.....	7,968	14,223	6,255	.....
Per cent. of school youth enrolled....	69.86	70.70	.84	.....
Per cent. of attendance to enrolment....	47.71	63.66	15.95	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Districts.....	a591	.....	.....	.....
Districts in which schools were taught.	b438	.....	.....	.....
Public school-houses.....	496	652	156	.....
School-houses built during the year..	c33	87	54	.....
Graded schools.....	d11	.....	.....	.....
Average term of schools, in days.....	.....	92	.....	.....
TEACHERS.				
Men teaching.....	.....	.....	.....	.....
Women teaching.....	.....	.....	.....	.....
Whole number teaching.....	b490	831	341	.....
FINANCIAL STATEMENT.				
Total expenditure for public schools..	\$144,825	\$287,590	\$142,765	.....
Value of school property.....	c184,912	360,421	175,509	.....
Average monthly pay of men.....	b30	48	18	.....
Average monthly pay of women.....	b34	39	5	.....

a Five counties not reporting.

b Six counties not reporting.

c Thirteen counties not reporting.

d Seventeen counties not reporting.

e Eleven counties not reporting.

(From report and return of Hon C. W. Wheeler, territorial superintendent of public instruction, for the two years indicated.)

TERRITORIAL SCHOOL SYSTEM.

GENERAL CONDITION.

The territorial superintendent in 1882-'83 reported a prosperous condition of the schools throughout the Territory, the educational interests keeping pace with the rapid advancement of the Territory in other respects; that the number of school districts and school-houses had increased in proportion to the great increase of population; and that the school buildings were of a better class than formerly and largely supplied with improved furniture. The figures for 1883-'84 show a large increase in the number of pupils enrolled in public schools and a still larger one in the average daily attendance, more school-houses, a larger number built during the year, more teachers employed, and an increase in expenditure corresponding to the advance in other respects. The superintendent says that within the past few years there has been a strong and steadily increasing demand for a better class of teachers and as a consequence great improvement had been made in this direction.

ADMINISTRATION.

The chief school officers are a territorial superintendent of public instruction, appointed for 2 years by the governor and confirmed by the legislature, and a territorial board of education, composed of the superintendent and 1 person from each judicial district appointed by the governor for 2 years. County officers are superintendents, elected by the people for 2 years, and boards of examination for teachers, comprising the county superintendent and 2 teachers chosen by him, who must be holders of the highest grade of certificate. District school affairs are in the hands of a board of 3 directors, elected for 3 years, 1 being changed each year, and a district clerk. Women are eligible to school offices and may vote at school meetings.

Public schools must be taught by qualified teachers at least 3 months during the year; the schools must teach the common English branches in the English language and be open free to all residents 5 to 21 years old. Attention must be given to the cultivation of manners and morals, to the laws of health, physical exercise of the pupils, and to the ventilation and temperature of the school room. Nothing of an infidel, partisan, or sectarian nature may enter into the instruction in any public school or be admitted in any school library. To receive their apportionment of the school funds, districts must take an annual census of the school children and report to the county superintendent.

SCHOOL FINANCES.

The schools are supported from an annual tax on property of not less than 2 nor more than 6 mills on \$1 and the proceeds of certain special taxes, fines, and penalties, all to be apportioned according to the number of youth of school age. Districts may raise funds, by taxation not to exceed 10 mills on \$1, to furnish additional school facilities.

NEW LEGISLATION.

A new school law of 1883 modifies the compulsory law previously reported, making the age of children required to attend school 8 to 18, instead of the former 6 to 16, and the time for absolute attendance in ordinary circumstances 3 months each year, instead of 6 months. Time lost by any child because a school has not been taught the required 3 months, or from other cause, must be made up the next year or as soon as the disabling cause is removed. The penalty for disobedience or neglect of these requirements is \$100, to go to the school funds of the district. The school age was also changed from 4-21 to 6-21.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL TERRITORIAL REQUIREMENTS.

Teachers must hold certificate of qualification from the legal school officers, first grade to be valid for 3 years, second grade for 2, and third grade for 1 year. Those holding first grade county certificates and who have been teaching for 3 years are eligible to examination for first grade territorial certificates.

TERRITORIAL NORMAL TRAINING.

The normal department of the *University of Washington Territory* gives a 3-year course of normal instruction, including chemistry, geology, physiology, botany, commercial law, and other higher English branches. A primary training school is connected with this department, giving illustrative lessons in the art of teaching.

Whitman College also offers a 3-year course of normal training, and students who complete the first 2 years or elementary course receive certificates, while those completing the advanced or full course receive normal diplomas. The higher English branches are taught, with music, mental philosophy, and the science and methods of teaching.

For statistics of these departments, see Table III of the appendix; for a summary, the report of the Commissioner preceding.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS AND OTHER SECONDARY SCHOOLS.

No definite information is at hand in regard to public high schools.

For statistics of private academic schools reporting, see Table VI of the appendix, and for a summary, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

INSTITUTIONS FOR YOUNG MEN AND YOUNG WOMEN.

The *University of Washington Territory*, Seattle, and *Whitman College*, Walla Walla, open alike to both sexes, present a 4-year classical course, with scientific, commercial, and normal courses of 3 years each, and *Whitman* a 3-year literary course. Both give attention to preparatory studies, and the university has departments of music and art.

For statistics of these institutions, see Table IX of the appendix; and for a summary, the report of the Commissioner preceding.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. C. W. WHEELER, *territorial superintendent of public instruction, Olympia.*

[Term, January 5, 1882, to January 5, 1884.]

To be succeeded by Hon. R. C. Kerr, whose term is to be from January 9, 1884, to January 9, 1886.

WYOMING.

STATISTICAL SUMMARY.

	1880-'81.	1882-'83.	Increase.	Decrease
SCHOOL ATTENDANCE, ETC.				
Enrolled in public schools	2,544	3,371	827	.....
Public schools taught.....	55	75	20	.....
Whole number of teachers	57	.....	.....	.....
Valuation of school-houses	\$40,500	\$99,781	\$59,281	.....
Average monthly pay of teachers	59 31	.....	.....	.....

(From the reports of the governor of Wyoming for 1881 and 1883.)

TERRITORIAL SCHOOL SYSTEM.

GENERAL CONDITION.

Information as to the public school work of the Territory is so meagre and unsatisfactory that but few items can be given even for 1882-'83, but, as may be seen above, they denote improvement.

ADMINISTRATION.

The territorial librarian is ex officio superintendent of public instruction for the Territory. County superintendents are elected biennially by the people, and for each school district boards of 3 trustees are elected for 3 years, with annual change of 1. Women are eligible to vote and to hold school offices. Separate schools may be established for colored children when there are 15 or more of these in a district. A compulsory school law requires parents or guardians to send their children of school age (7-21) to some school at least 3 months in each year or furnish satisfactory reason for not doing so, under penalty of \$25. County superintendents and district directors may, in their discretion, establish schools of higher grade than the ordinary district schools, the studies pursued in them to be determined by the territorial teachers' institute.

SCHOOL FINANCES.

The public schools are sustained from a poll tax of \$2 on each voter, from 2 mills on \$1 of all taxable property, and from fines, penalties, and forfeitures. The people may, at the annual district meeting, vote such tax as they deem necessary to pay teachers, to purchase libraries, build or repair school-houses, and to procure fuel, or books for poor children, the amount for a library not to exceed \$100 for any one year.

PREPARATION AND QUALIFICATIONS OF TEACHERS.

GENERAL TERRITORIAL REQUIREMENTS.

Teachers must have certificates of the required qualifications from the legal school officers, and in the question of salary no discrimination is made on account of sex when the qualifications are equal.

TERRITORIAL NORMAL TRAINING.

The law requires the superintendent of public instruction, with the county superintendents and principals of all graded schools in the Territory, to hold annually, at some convenient place, a territorial teachers' institute, for the instruction and advancement of teachers, to continue not less than 4 nor more than 10 days; but no information is at hand of any such meeting.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN SLAUGHTER, territorial librarian and ex officio superintendent of public instruction, Cheyenne.

Mr. Slaughter has been ex officio superintendent since 1873. His term of service will expire December, 1885.

EDUCATIONAL ASSOCIATIONS AND CONVENTIONS.

NATIONAL EDUCATIONAL ASSOCIATION.

The twenty-second annual meeting of the National Educational Association was held at Saratoga, N. Y., July 9-11, 1883, including, as usual, meetings of the general association and of the different departments, of which a new one was organized on this occasion—the department of art education—making 6 departments, the others being those of higher instruction, superintendence, industrial education, normal schools, and elementary schools. The following were the addresses given before the general association: "Examination of teachers," by Eli T. Tappan; "The moral influence of manual training," by Dr. J. R. Buchanan; "The teaching of drawing in grammar schools," by Walter S. Perry; "City systems of management of public schools," by J. T. Pickard; "The normal school problem and the problem of the schools," by H. H. Straight; and "What has been done for education by the Government of the United States," by Hon. John Eaton.

The twenty-third annual meeting, held at Madison, Wis., July 15-19, 1884, brought together, it is said, the largest and most eminent gathering of educators that ever assembled on this continent. It is estimated that over 6,000 persons were present during the four days. The speakers announced were present as a rule, and the program was successfully carried out. All sections and States were well represented, as were all grades and methods of teaching; the discussions, oral and written, evinced ability, research, and enthusiasm; the educational exhibits showed improvement in apparatus and text books, while the various reunions held and the general cordiality were noticeable features of the gathering.

On account of the large number present, the general sessions were divided into three sections, one meeting in the assembly chamber, another in the senate chamber, and the third in a church. Addresses of welcome were made by the governor of the State, Hon. Jeremiah M. Rusk; by Mayor B. J. Stevens, of Madison; and by Dr. John Bascom, president of the University of Wisconsin. Among the topics presented to the general association were "Citizenship and education," by Hon. J. L. M. Curry, of Richmond, Va.; "The Utah problem as related to national education," by Prof. J. M. Coyner, Ph. D., Salt Lake, Utah; "Science of education," by Hon. T. W. Bicknell, LL. D., Boston; "Educational status and needs of the South," by Maj. R. Bingham, superintendent of Bingham School, North Carolina; and "The educational outlook in the South," by Prof. B. T. Washington, Tuskegee, Ala. An address was made by Albert Salisbury, superintendent of education of the American Missionary Association, showing what the North has done in and for the South since the war, mainly through the missionary societies of the churches. One by Hon. G. J. Orr, of Georgia, contained an eloquent appeal for national aid for southern education, and Prof. William H. Croghan, of Atlanta, Ga., gave an able résumé of the present status of negro education in the South, its helps and hindrances. Following this topic came that of the education of the Indians. General S. C. Armstrong, of the school at Hampton, Va., gave the results of his six years' experience in the teaching of Indians there, and Alfred L. Riggs, of the Santee Agency, Nebraska, gave a paper entitled "Special difficulties in educating Indians." A collection amounting to \$175 was then taken to defray the expenses incurred in having a party of Indians present from the Santee Mission, Nebraska. The third evening was set apart as "Woman's evening," a new feature in the association meetings, and one which in this case proved a very acceptable one, the places of meeting being crowded with eager listeners. Miss Sarah E. Doyle, of Rhode Island, presided. The first address was by Miss May Wright Sewall, of Indiana, on "Woman's work in education," and Mrs. Louisa P. Hopkins, of New Bedford, Mass., presented the same topic. Miss Frances E. Willard, of Chicago, spoke on "Temperance in schools," Mrs. Eva D. Kellogg, of Massachusetts, on "Needs in American education," and Miss Clara Conway, of Memphis, Tenn., on "The needs of southern women." During this evening Governor Rusk tendered a reception to all members of the association at his private residence. Elaborate preparations had been made for this reception and about 5,000 people were entertained.

On the closing day the association listened to remarks from Monsignor Capel, the distinguished Anglo-Roman divine, who urged the importance of paying greater attention to the study of the English language in our schools, and spoke again in the evening, giving the "Catholic view of public education" and reiterating the desire of the church for religious instruction. Addresses were also presented by G. Stanley Hall, LL. D., professor of pedagogy at Johns Hopkins University, on "Elementary education," by Hon. J. W. Dickinson, secretary of the Massachusetts State board of education, on "Method in teaching"; and by J. M. Greenwood, superintendent of schools,

Kansas City, Mo., on "Primary instruction." President W. T. Harris and others discussed the "Relation of the art of education to the science of education," and closing remarks were made by Rev. A. D. Mayo, of Boston, General John Eaton, LL. D., and others. General Eaton expressed great satisfaction at the success of the convention and thought that it would be the means of a great awakening in educational interests, especially in the South.

Among the resolutions adopted was one favoring national aid to education in the South; another advised the introduction in public schools of instruction as to the effects of alcoholic liquors on the human system.

Sessions were held during the four days by each of the 6 departments of the association, and many of the papers and discussions were of special interest; but lack of space forbids even an enumeration of the many topics presented.

NATIONAL COUNCIL OF EDUCATION.

The National Council held its fourth annual meeting July 10-13, 1884, at Madison, Wis. About 25 members were present at the opening session, President E. E. White, of Ohio, in the chair. After the opening address of President White attention was given to the report of the committee on hygiene in education, the special topic being "Recess or no recess." The report, which was read by Dr. J. H. Hoose, of the State Normal School, Cortland, New York, favored the continuance of the recess, as also did, apparently, a majority of the speakers who discussed it. Among other subjects considered by the council were "Oral instruction," by Hon. J. W. Dickinson, of Massachusetts; "The duties of city superintendents," by Aaron Gove, of Denver, Colo.; "Mode of election, tenure of office, and grades of superintendents," by A. J. Rickoff, Yonkers, N. Y.; and "Preparation for college," by Rev. Lemuel Moss, D. D., of Indiana. All these topics were quite fully discussed and some of them recommitted to committees for future report.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The thirty-third annual meeting of this association, held at Philadelphia, September 4-7, 1884, it is said, was one of the largest and most successful meetings ever held. Among the addresses and papers of the first day were the following: Before the department of economic science and statistics, one on "Scientific methods and scientific knowledge in common affairs," by General John Eaton, United States Commissioner of Education; before the physics section, one on the nature of electricity, by Prof. John Trowbridge; before the section of geology and geography, one on the crystalline rocks of the Northwest, by N. H. Winchell, of Minnesota; and before the anthropological section, one on the antiquity of man, by Edward S. Morse, of Salem, Mass. At the second day's session Professor Minot called attention to the proposed organization of an International Scientific Congress. He said that the British Association, at its recent session in Montreal, received the proposition most cordially, and appointed as a committee to consider it three of the most eminent members of the association. In the economic science section a large collection of charts and diagrams was explained by Prof. E. B. Elliott in elucidation of "The principles of graphic illustration." The professor also gave a lecture on "The credit of the United States Government," after which Miss Alice C. Fletcher, of the Peabody Museum, Cambridge, Mass., gave personal experiences among the Omahas, her text being "Lands in severalty to the Indians," and John Biddulph Martin, of London, England, read a paper on "The future of the United States." Before the same section, on the following day, a paper was read on "Technical education in the British Islands," by Henry Hennessy, F. R. S., of England; also, one on the commercial relations of the United States with Spain and her colonies, by His Excellency Don Arturo de Marcoarta. Mr. Charles W. Smalley, of Washington, D. C., then submitted some statements respecting the salmon industry.

In the chemistry section, on the second day, an interesting discussion occurred on the "Analysis of a mural efflorescence," in which Professor Silliman, of Yale, took a prominent part. In the section on geology and geography the most interesting subject considered was the relative level of the Atlantic Ocean and the Gulf of Mexico, with remarks on the Gulf Stream and deep sea temperatures, by Prof. J. E. Hilgard.

In the mechanical science section Professor Alden read a paper on "Training for mechanical engineers."

In the section on physics, during the third day, Prof. Graham Bell made a statement of a possible method of electrical communication between vessels at sea, which would be also available between light-houses within distances of one mile. Mr. W. Preece, electrician to the British Government, followed in a description of experiments made by himself between the Isle of Wight and the mainland, proving that it was possible to maintain communication by means analogous to those described by Professor Bell. Prof. C. A. Young, the retiring president of the association, read a scholarly paper on "The pending problems of astronomy." After the election of officers for the ensuing year the association adjourned to meet at Bar Harbor, Mount Desert, Maine, provided satisfactory arrangements could be made at that place, otherwise the meeting will be held at Ann Arbor, Mich.

AMERICAN INSTITUTE OF INSTRUCTION.

The American Institute of Instruction held its fifty-fourth annual meeting at Fabyan's, White Mountains, July 11-13, 1883, which was largely attended and is said to have been a very interesting session.

Its fifty-fifth annual session convened at Cottage City, Martha's Vineyard, Massachusetts, July 7-10, 1884, at the opening of which about 2,000 persons were present, the president, Homer B. Sprague, in the chair. He sketched the history of the institute from 1830. At that time popular education was in a deplorably low condition. There had been no efforts to make teaching a profession; schools were kept, but in no true sense were taught; parental indifference and neglect were every where prevalent. In such a state of things this association originated, and has coöperated in all the efforts put forth in behalf of education, helping in the solution of every educational problem.

At the close of this interesting address, W. T. Harris, LL. D., of Concord, Mass., introduced the first topic, "Moral instruction in public schools," followed by Hon. J. W. Dickinson, secretary of the Massachusetts board of education, in a discussion on "High schools." A paper on "Special preparation for citizenship" was then read by George H. Martin, of Bridgewater, Mass., and ably discussed by General H. B. Carington, LL. D., of Boston. Prof. A. B. Palmer, M. D., LL. D., of Michigan University, spoke of the importance of a knowledge of sanitary science, or the science and art of good living, as a branch of popular education.

"The New England Primer," "Language in schools," "One way of studying poetry in schools," "English in schools," "The educational reading of teachers," with other topics, were presented and discussed with interest. Hon. Daniel H. Chamberlain, of New York, in "A reply to Charles Francis Adams, Jr.," opposed at some length the main position of Mr. Adams, that Greek should be optional in college. Hon. J. W. Patterson, superintendent of public instruction, New Hampshire, introduced "Industrial education," and, among many other wise things, said that our systems of instruction have come down to us strong on the intellectual side but weak on the practical. "Natural history in schools" was well presented by Miss Lucretia Crocker, supervisor of Boston schools. Hon. John D. Philbrick, ex-superintendent of Boston public schools, in discussing "Reform of the tenure of the teacher's office," very justly said that the pivotal question in pedagogy is the question of the teacher. The fundamental requisite of a good school system is a desirable status for the teacher, and the indispensable requisite for such a status is certainty of position.

The following resolutions were passed:

"*Resolved*, That, whereas the great advance made in the adoption of improved methods of instruction and school management is largely due to the intelligent supervision of competent educational experts, we desire to call the attention of school authorities, particularly in sparsely settled districts, to the importance of adopting plans which shall give to the schools the benefit of such supervision.

"*Resolved*, That we reaffirm the sentiments heretofore expressed many times by this institute in support of the National Bureau of Education and in appreciation of the great value and importance to the cause of education of the work it is doing."

John Fiske, LL. D., then gave his lecture on "Manifest destiny," after which President Sprague, in a few well chosen words, introduced the president elect, Hon. J. W. Patterson, of New Hampshire, and the fifty-fifth annual meeting of the American Institute of Instruction adjourned.

FRÖBEL INSTITUTE OF NORTH AMERICA.

The second annual meeting of the Fröbel Institute was held July 15-18, 1884, at Madison, Wis., the president, W. N. Hailmann, of La Porte, Ind., in the chair. After the annual address of the president a number of others were given, among which were the following: "How can the friends of Fröbel be organized for efficient local work?" "How should efficient training schools be organized?" "The benefits that may be expected from charity Kindergärten," and "To what extent should primary teachers be familiar with Kindergarten methods?" Before adjournment a committee was appointed to take the necessary steps for securing the organization of a Kindergarten section in the National Teachers' Association. It was resolved, however, that the identity of the Fröbel Institute be retained and meetings of it be held as often as practicable.

NATIONAL ACADEMY OF SCIENCES.

This body held its regular session at Washington, D. C., April 15-18, 1884. Among the subjects presented were "The sufficiency of terrestrial rotation to deflect river courses;" "The origin of crystalline rocks;" "On the photographs of the transit of Venus;" "Zoölogical results of the deep-sea dredging expedition, United States Fish Commission steamer Albatross;" "On the depths of the western part of the Atlantic Ocean and Gulf of Mexico," with an exhibition of a relief model; "On the relative levels of the western part of the Atlantic Ocean and Gulf of Mexico, with respect to

the Gulf Stream;" "On the existence of tin ore in the older rocks of the Blue Ridge," &c. Professor Gallaudet, of the National Deaf-Mute College, spoke of some recent results of the oral and aural teaching of the deaf, illustrating his remarks by conversing with a deaf-mute boy, a student of the college. The boy read speech from the professor's lips and replied in tones usually understood by the audience.

AMERICAN MEDICAL ASSOCIATION.

This association was organized in 1847 and held its thirty-fifth annual meeting in Washington, D. C., May 6-9, 1884, with 590 names registered. A. Y. P. Garnett, M. D., called the meeting to order, and President Austin Flint, M. D., delivered the opening address, in which he said the object of the association was to promote improvement in medical instruction and to advance the standard of medical acquirements; that the terms cultivation and advancement of medical knowledge implied progression; that the time would come when means would be found to destroy morbid agents outside of the body, thus securing prevention of disease, and means would be found to destroy the agent within the body, and thereby afford the power to arrest the course of disease. Other addresses were delivered on medicine, diseases, dentistry, surgery, and anatomy.

AMERICAN PHILOLOGICAL ASSOCIATION.

The sixteenth annual session of this body was held in Hanover, N. H., July 8-9, 1884, President M. L. D'Ooge in the chair. After the election of new members papers were read on "The theory and function of the thematic vowel in the Greek verb" and "On a group of Sanscrit derivatives." "The historical method and purpose in philology" was the subject of an address delivered by the president, in which he congratulated American scholars upon the successful opening of the American School of Classical Studies at Athens and the work at Assos by the Archæological Institute, both of which institutions give promise of doing much for the honor of American scholarship and of promoting the study of classical philology in this country. Other subjects were briefly discussed, among them, "Primary and secondary suffixes of derivation and their exchanges," "On the relation of the Anglo-Norman vowel system to the Norman words in English," and "The influence of written English and of the linguistic authorities upon spoken English." Professor March, chairman of the committee on the reform of English spelling, reported no very active movement in regard to the spelling reform, and proposed starting a periodical called *Language*, in which the spelling recommended by the Philological Association should be used.

SPELLING REFORM ASSOCIATION.

The ninth annual meeting of this association was held at Hanover, N. H., July 10, 1884. President March delivered an address, reviewing the history of the reform movement, which he said it was in contemplation to prepare an alphabetic vocabulary, with amended forms of all the ordinary English words susceptible of amendment.

NEW ENGLAND ASSOCIATION OF SCHOOL SUPERINTENDENTS.

The regular semiannual meeting of this association was held in Boston, May 23, 1884, Mr. J. L. Brewster, of Lawrence, in the chair. The one subject for consideration in the meeting was the "Teaching of reading." W. T. Harris, LL. D., of Concord, Mass., said that the objects of teaching reading are two: first, to enable the pupil to understand for himself the literature he is reading; and, second, to enable him to read the printed pages so that others may understand it. Superintendent G. I. Aldrich, in "Choice of methods," said the method employed must be based on correct principles, such as will make learning to read as pleasant as possible. Superintendent W. F. Gordy, of Ansonia, in "The sentence method," defined the two kinds of reading as eye reading and oral reading, the first of primary importance, and said that the child passes from thought to expression. W. H. Lambert, of Malden, in "Supplementary reading," declared it to be a futile attempt to hold a child's attention to a reading exercise which had become devitalized by rereading, and that supplementary reading cultivates a habit of reading, creates a taste for good reading, and teaches a child how to read. Superintendent Bates, of Hingham, said the child's reading is constantly leading him into difficulties, and that teachers should instruct the child how to use the dictionary by careful drill. Superintendent George A. Littlefield, in his remarks on "Public libraries and schools," said judicious supplementary books were needed; that the time of every lesson should be economized and common pieces should be read but once. Superintendent W. E. Pulsifer, on "Silent reading *vs.* elocution," said: "Elocution as an art should be studied, for it yields to the world much that makes it happier and better; good reading as a vocal exercise is the proper expression of thought and feeling in speaking tones; but," the speaker added, "the fact remains that the great mass of children need to be so trained that they can grasp the meaning of the printed

page by silent reading; and, in view of the fact that our boys and girls drift into paths of vice from the baneful influence of bad literature, pupils should be taught *what* as well as *how* to read."

MUSIC TEACHERS' NATIONAL ASSOCIATION.

This association held its eighth annual session at Cleveland, Ohio, July 2-4, 1884, its object being for mutual improvement by interchange of ideas and the broadening of the culture in music. After the address of welcome by Hon. George A. Ely, and reply by the president, E. M. Bowman, papers were read and addresses delivered on "Musical art creation in America, and the relation of music teachers thereto," "Vocal culture," "An American school of composition," "Elocution in its relation to the musician," "The art of teaching," "Organ playing," "The requirements necessary for a teacher of vocal music," "How to practise," "Sight reading and cultivation of the ear," and "The necessity of accurate mechanical powers to a higher development of musical sense." It was resolved to institute three grades of examination for teachers of music, a first and highest grade comprehending a mastery of the science and art of music; those successfully passing this examination will be entitled to a diploma and the degree of master of musical art, those passing a successful examination in the intermediate grade will receive a diploma and the degree of fellow of the American College of Musicians, and those passing the third or lower grade will be rewarded with a diploma and membership in the American College of Musicians.

CONFERENCE OF OFFICERS OF PRISONS AND REFORMATORIES.

A conference of wardens of penitentiaries and superintendents of reformatories was held in Chicago, commencing December 9, 1884. Maj. R. W. McClaghry, warden of the Illinois State penitentiary, called the conference to order; Mr. Charles E. Felton, of Chicago, was appointed temporary chairman, and Fred. H. Wines, secretary of the Illinois State board of charities, secretary. The object of the association, as expressed in the opening address by Mr. Felton, was to discuss the details of the practical workings of prison and reformatory institutions and to consider the practical questions growing out of them, hoping to profit by a comparison of views. An address of welcome was delivered by Hon. Carter H. Harrison, mayor of Chicago. Addresses followed from Rev. Mr. Wines, Warden Nicholson, of the Detroit House of Correction, Mr. C. E. Felton, who spoke on prison labor, Mr. Round, and many others. Such questions were considered as the government, discipline, employment, and instruction of prisoners and youth in reformatories, all the papers and addresses being quite fully discussed by the conference.

BUSINESS EDUCATORS' ASSOCIATION.

This association held its sixth annual convention at Rochester, N. Y., July 17-24, 1884. President Charles E. Cady in the chair, with 83 members present. Hon. C. R. Parsons, mayor of the city, delivered the address of welcome, offering hearty support. President Cady, in his annual address, declared the object of the convention to be "to canvass and discuss methods of teaching and courses of study, and generally to promote the cause and elevate the standard of business education," and added that the work undertaken by its members in preparing the young for useful and honorable employment was the noblest work in which a man could engage. Among the subjects brought forward and discussed were, "Book-keeping," "Penmanship," "Commercial calculations," "The relations of business colleges to public schools," "Penmanship and photo-engraving," "Business correspondence," "Commercial law," "Shorthand," "College discipline," "Phonography," "Business practice," "Classification of accounts and closing books," "The English language," "The stenography," "Students' rights and teachers' duties," "Box and package making," "Morals and manners," "The ethics of commerce," "Commercial arithmetic," "Political economy," "Tactigraphy," "Parliamentary law in business colleges," "Relation of business colleges to agriculture," "Business methods and practice," and the "Influence of business colleges on the destiny of American women."

AMERICAN ARTICULATION TEACHERS OF THE DEAF.

The third annual convention of this association was held in New York City, June 25-28, 1884. Prof. A. Graham Bell, chairman of the meeting, remarked upon the importance of the work and the nature and progress of articulation in this and other countries, and stated that since the convention of 1874 the number of articulation teachers has largely increased, there being now in the United States and Canada about 125; that we have 58 institutions for the instruction of the deaf, containing more than 7,000 pupils, but that these are not sufficient to meet the demand. Interesting papers were read on "An American system of teaching articulation," "How shall our children be taught to read?" "Speech reading," "Aural instruction of the semi-deaf," &c. Prof. A. Graham Bell was chosen president for the ensuing year.

APPENDIX.

STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

TABLE I.—PART 1.—Statistics of the school systems of the States and Territories, showing &c., for 1882-'83; from replies to inquiries

	States and Territories.	Report for the year —	SCHOOL YEAR.		SCHOOL POPULATION.	
			Begins—	Ends—	Between what ages.	Total number between said ages.
1		2	3	4	5	6
1	Alabama	1882-'83	Oct. 1	Sept. 30	7-21	403,901
2	Arkansas	1882-'83	July 1	June 30	6-21	303,962
3	California	1882-'83	July 1	June 30	5-17	222,846
4	Colorado	1882-'83	Sept. 1	Aug. 31	6-21	53,426
5	Connecticut	1882-'83	Sept. 1	Aug. 31	4-16	149,466
6	Delaware	1882	Sept. 1	Dec. 1	6-21	c38,433
7	Florida	d1881-'82	Oct. 1	Sept. 30	6-21	e97,224
8	Georgia	1883	Jan. 1	Dec. 31	6-18	a508,187
9	Illinois	1882-'83	July 1	June 30	6-21	1,046,937
10	Indiana	1882-'83	Sept. 2	Sept. 1	6-21	719,035
11	Iowa	1881-'82	Sept. 15	Sept. 15	5-21	604,739
12	Kansas	1882-'83	Aug. 1	July 31	5-21	382,269
13	Kentucky	1880-'81	July 1	June 30	6-20	e571,793
14	Louisiana	g1883	Jan. 1	Dec. 31	h6-18	e291,049
15	Maine	1882-'83	Apr. 1	Mar. 31	4-21	213,877
16	Maryland	1882-'83	Sept. 1	July 31	i5-20	e310,201
17	Massachusetts	1882-'83	Sept. 1	Aug. 31	5-15	i9,459
18	Michigan	1882-'83	Sept. 4	Sept. 3	5-20	560,720
19	Minnesota	1882-'83	Sept. 1	Aug. 31	5-21	337,254
20	Mississippi	1883	Jan. 1	Dec. 31	5-21	447,571
21	Missouri	1882-'83	July 1	June 30	6-20	771,224
22	Nebraska	1882-'83	Apr. —	Apr. —	5-21	185,057
23	Nevada	1882-'83	Sept. 1	Aug. 31	6-18	9,900
24	New Hampshire	1883	Sept. 1	Aug. 31	5-15	e60,899
25	New Jersey	1882-'83	Sept. 1	Aug. 31	5-18	349,242
26	New York	1882-'83	Oct. 1	Sept. 30	5-21	1,685,100
27	North Carolina	d1883	Dec. 1	Nov. 30	6-21	468,558
28	Ohio	1883	Sept. 1	Aug. 31	6-21	1,068,200
29	Oregon	1882-'83	Sept. —	June —	k4-20	69,076
30	Pennsylvania	1882-'83	June 1	June 1	6-21	e1,422,377
31	Rhode Island	1882-'83	May 1	Apr. 30	h5-15	58,399
32	South Carolina	1882-'83	Nov. 1	Aug. 31	6-16	e262,279
33	Tennessee	1882-'83	July 1	June 30	6-21	561,496
34	Texas	1882-'83	Sept. 1	Aug. 31	8-14	295,457
35	Vermont	1882-'83	Apr. 1	Mar. 31	5-20	e99,463
36	Virginia	1882-'83	Aug. 1	July 31	5-21	m555,807
37	West Virginia	1882-'83	July 1	June 30	6-21	221,517
38	Wisconsin	1882-'83	July 1	June 30	4-20	510,125
39	Arizona	1882-'83	Sept. 1	Aug. 31	6-21	9,376
40	Dakota	d1882-'83	Apr. 1	Mar. 31	5-21	56,476
41	Distriet of Columbia	1881-'82	July 1	June 30	h6-17	e43,537
42	Idaho	1882-'83	Sept. 1	Aug. 31	5-21	10,936
43	Montana	1882-'83	Sept. 1	Aug. 31	4-21	14,208
44	New Mexico	1880	Sept. 1	Aug. 31	7-18	e29,255
45	Utah	1882-'83	July 1	June 30	6-18	45,908
46	Washington	1882-'83	Sept. 1	Aug. 31	4-21	n23,899
47	Wyoming	1880	Sept. 1	Aug. 31	7-21	e4,112
48	Indian:					
	Cherokees	1883				5,000
	Chickasaws	1883				1,000
	Choctaws	1883				3,000
	Creeks	o1883				2,000
	Seminoles	1883				450

a In 1882.

b For the winter term.

c Not including colored children in Wilmington.

d This report is only approximately correct, several counties omitting to make their returns to the superintendent.

e United States Census of 1880.

f For white schools only.

g This report, excepting the school population, is exclusive of the city of New Orleans, and includes the statistics of only 46 out of 58 parishes.

the school population, enrolment, attendance, duration of schools, number and pay of teachers, by the United States Bureau of Education.

SCHOOL POPULATION.					PUBLIC SCHOOLS.		
SEX.		Number under 6 years of age.	Number over 16 years of age.	Number between 6 and 16 years of age.	Number of pupils enrolled during school year.	Average monthly enrolment.	Average daily attendance.
Male.	Female.						
7	8	9	10	11	12	13	14
156,687	147,275				200,513		127,016
112,514	110,332				112,233		56,291
26,869	26,557		11,656	41,770	174,611		112,594
					36,444		23,008
					120,437		678,423
					26,909		17,838
					51,945		24,923
					287,411		188,371
532,066	514,871				716,935		459,156
369,325	349,710				500,669		315,974
					406,947		253,688
196,696	185,573				286,168		168,117
e144,538	e146,511				f238,440		f149,226
					59,491		40,828
					146,916		99,561
					161,759		85,320
					335,872	270,531	242,043
					391,610		e263,775
					209,475		92,048
					266,996	209,716	154,463
395,685	375,539				511,329		330,411
96,627	88,430				126,129		771,192
4,965	4,935				7,913		4,956
					64,854		46,071
					211,905		119,513
					1,041,089		583,142
240,849	227,709				240,744		152,651
548,890	519,400		267,934	800,266	755,491	595,991	488,956
35,500	33,376				37,184	28,500	26,597
e707,809	e714,568				957,680		626,268
29,472	28,927				746,028	733,869	730,088
e133,003	e129,276			e262,279	173,035		110,996
287,929	273,567				327,231		175,804
					183,849		a60,259
					72,842		46,112
m282,528	m273,279	m49,911	m121,917	m383,979	268,360	211,744	151,005
115,139	106,378		50,638	170,879	160,904		98,190
					309,680		e185,276
4,910	4,466				3,751		2,554
29,894	26,582				33,988		20,560
e20,988	e22,549		e6,026	e37,511	n27,299	m22,061	n20,730
					6,424		n4,127
7,319	6,889				7,033		5,117
					e4,755		e3,150
23,355	22,553				28,687		17,787
					16,698		7,968
					e2,907		e1,920
					2,305		
					682		
					1,283		
					322		
					251		

^h Inclusive.

ⁱ This is the age for distribution of school funds; for free attendance it is 6-21 for whites and 6-20 for colored.

^j Estimated.

^k This is the age for distribution of school funds; for free attendance it is 6-21.

^l Includes evening school reports.

^m State census of 1880.

ⁿ In 1881.

^o No report from the Creek day schools, owing to disturbances in the nation.

TABLE L.—PART 1.—Statistics of the school systems of the States and Territories,

States and Territories.	PUBLIC SCHOOLS.			SCHOOLS OTHER THAN PUBLIC.			
	Number of school rooms exclusive of those used only for recitation.	Number of school rooms used exclusively for recitation.	Average duration of school in days.	Schools corresponding to public schools below high schools.		Schools corresponding to public high schools.	
				Pupils.		Pupils.	
				Male.	Female.	Male.	Female.
1	15	16	17	18	19	20	21
1 Alabama.....			80				
2 Arkansas.....							
3 California.....			151		(b15,957)		
4 Colorado.....			120				
5 Connecticut.....			178.77		(bcl4,860)		
6 Delaware.....			156				
7 Florida.....							
8 Georgia.....			{ h65 i192	{ c15,530	c15,256	c3,213	c2,821
9 Illinois.....			151		(69,272)		
10 Indiana.....			130		(13,473)		
11 Iowa.....	13,110	65	142		(j15,098)		
12 Kansas.....	k6,468		k114				
13 Kentucky.....							
14 Louisiana.....			91.74				
15 Maine.....			116				
16 Maryland.....			182				
17 Massachusetts.....			179		(32,479)		
18 Michigan.....			148		(c22,581)		
19 Minnesota.....			100				
20 Mississippi.....			{ h77.50 i154	}			
21 Missouri.....	11,217		116				
22 Nebraska.....	c3,500		119				
23 Nevada.....			132		(b600)		
24 New Hampshire.....			98.15		(4,606)		
25 New Jersey.....			192		(48,707)		
26 New York.....			177		(n158,348)		
27 North Carolina.....			81				
28 Ohio.....	16,093		180	(29,977)		(1,493)	
29 Oregon.....			86		(ko7,394)		
30 Pennsylvania.....			154		(33,687)		
31 Rhode Island.....	842	87	184		(p7,680)		
32 South Carolina.....			80		(3,153)		
33 Tennessee.....			78		(31,903)		
34 Texas.....			{ h80 i179	}			
35 Vermont.....	2,553		131		(6,680)		
36 Virginia.....	5,291		126.66	r10,291	r10,906	r1,772	r2,723
37 West Virginia.....	4,357	51	98.5				
38 Wisconsin.....			{ h168 i192	}	(21,191)		
39 Arizona.....			150				
40 Dakota.....	1,236	12	93				
41 District of Columbia.....	j382	j13	j190		(cr5,000)		
42 Idaho.....							
43 Montana.....	208	10	100	75	120	25	45
44 New Mexico.....							
45 Utah.....	411		130				
46 Washington.....							
47 Wyoming.....							
48 Indian:							
Cherokees.....			180				
Chickasaws.....			160				
Choctaws.....							
Creeks.....							
Seminoles.....							

a For white teachers; for colored teachers the average salary is \$22.10.

b Number of census children attending private schools.

c Approximately.

d Number employed in winter.

e Number employed in summer.

f For white schools only.

g This total is made up of the number of white teachers employed in 1882 and the number of colored teachers for 1882-83.

h In the counties.

i In the cities.

j In 1881.

k In 1882.

showing the school population, enrolment, attendance, &c., for 1882-'83—Continued.

SCHOOLS OTHER THAN PUBLIC.		Whole number of teachers employed in public schools during the year.			Number of teachers necessary to supply the public schools.	Average salary of teachers per month in public schools.		
Teachers in said schools in all grades.								
Teachers.								
Male.	Female.	Male.	Female.	Total.		Male.	Female.	
22	23	24	25	26	27	28	29	
		3,061	1,656	4,717		(a\$22 70)		1
		1,948	514	2,462				2
		1,114	2,816	3,930		\$79 30	\$64 95	3
		264	749	1,013	860	61 76	57 62	4
		d506	e2,532	3,038		67 35	56 52	5
		(g622)		g622		(f30 95)		6
		678	448	1,126				7
(1,139)		(6,970)		6,970				8
714	1,050	6,885	12,896	19,781	18,500	49 00	33 99	9
		7,095	6,465	13,560		57 40	35 80	10
(j522)		6,044	16,037	22,081	13,175	35 20	27 46	11
		3,198	5,145	8,283	7,260	39 19	32 53	12
		4,195	2,715	6,910		(i23 87)		13
		661	618	1,279	1,279	(31 35)		14
		(7,599)		7,599		m31 88	m15 36	15
		1,218	2,071	3,289		(40 00)		16
		1,038	8,197	9,235	7,741	103 33	41 90	17
137	232	3,726	11,111	14,837	9,157	44 99	29 53	18
		1,535	3,867	5,402		39 00	29 09	19
		(58)		6,401		(31 20)		20
		3,645	2,698	12,077	11,217	(46 61)		21
		7,126	4,951	5,593	5,000	38 23	30 31	22
		1,788	3,805	220		100 00	71 00	23
		50	170	3,550		38 27	22 67	24
		460	3,090	3,606		61 12	34 79	25
		887	2,719	31,570	21,117	(44 00)		26
		6,723	24,847	5,263	0,233	(24 80)		27
(499)		3,554	1,709	24,259	17,458	52 00	39 00	28
(o209)		10,805	13,454	24,259	17,458	52 00	39 00	29
		(334)		1,497	1,600	45 15	33 47	30
585	515	8,600	13,414	22,014	19,600	37 03	30 05	31
		q250	q1,053	q1,803	q1,082	77 93	43 30	32
		2,000	1,494	3,494		26 73	25 04	33
(1,172)		4,793	1,940	6,733		(27 79)		34
		k3,767	k1,270	k5,037				35
		550	3,745	4,295		32 48	19 32	36
r477	r1,132	3,122	2,875	5,997	5,997	29 62	25 84	37
		2,961	1,494	4,455	4,455	29 72	31 08	38
		2,457	8,478	10,935	7,314	s40 89	s27 27	39
		42	56	98	100	(75 00)		40
		461	1,056	1,517	1,750	39 70	30 70	41
		j35	j425	1,400		q01 13	q01 27	42
		(k200)		k200		k60 00	k50 00	43
5	12	75	151	226	226	71 40	54 50	44
		t123	t36	t164		(60 67)		45
		252	312	564		46 80	28 31	46
		(490)		490				47
		t31	t39	t70		(60 23)		48
		(113)		113				
		(30)		30				
		(72)		72				
		(u20)		u20				
		(15)		15				

l For white schools in the counties; the average for teachers in graded schools for whites in the cities is \$71.25; in public high schools, \$38.97.
m Excluding board, which costs the districts an average of \$8.12 a month for each teacher.
n In normal schools, academies, and private schools.
o In private schools of all grades.

p Number between 5 and 15 reported as attending Catholic and select schools.
q Includes evening school reports.
r In 1880.
s In the counties; in cities, for males, \$156.80; for females, \$37.50.
t United States Census of 1880.
u In boarding schools only.

TABLE I.—PART 2.—*Statistics of the school systems of the States and*

States and Territories.		ANNUAL INCOME.			
		From State tax.	From local tax.	Total from taxation.	Interest on permanent fund, including rents of school lands.
1		30	31	32	33
1	Alabama	\$130, 000	<i>a</i> \$136, 733	\$266, 733	\$139, 409
2	Arkansas				
3	California	<i>c</i> 1, 850, 834	<i>d</i> 1, 315, 819		
4	Colorado	299, 984	307, 271	607, 255	29, 424
5	Connecticut	224, 193	1, 292, 982	1, 517, 175	112, 097
6	Delaware	<i>e</i> 737, 207	7144, 582		
7	Florida		<i>g</i> 132, 907	<i>g</i> 132, 907	<i>e</i> 15, 195
8	Georgia	<i>e</i> 465, 808	147, 839	613, 647	
9	Illinois	1, 000, 000	6, 452, 052	7, 452, 052	613, 757
10	Indiana				
11	Iowa	463, 825	4, 851, 298	5, 315, 123	225, 907
12	Kansas		1, 823, 805	1, 823, 805	288, 592
13	Kentucky	<i>e</i> 741, 672	<i>k</i> 384, 070	1, 125, 742	
14	Louisiana	161, 663	55, 173	216, 836	26, 230
15	Maine	<i>m</i> 338, 618	<i>n</i> 706, 843		
16	Maryland	455, 930	846, 056	1, 301, 986	52, 879
17	Massachusetts		<i>o</i> 4, 339, 378	<i>o</i> 4, 339, 378	137, 285
18	Michigan	640, 142	2, 538, 997	3, 179, 139	724, 864
19	Minnesota	23, 000	1, 416, 015	1, 439, 015	302, 741
20	Mississippi	<i>c</i> 300, 000	593, 876		
21	Missouri	<i>n</i> 560, 384	2, 239, 094		
22	Nebraska	94, 381	1, 027, 434	1, 121, 815	222, 548
23	Nevada	<i>e</i> 47, 931	109, 564		
24	New Hampshire	(573, 956)		573, 956	33, 084
25	New Jersey	1, 375, 599	806, 999	2, 182, 598	100, 000
26	New York	2, 750, 000	8, 241, 463	10, 991, 463	170, 000
27	North Carolina	463, 194	50, 421	513, 615	84, 000
28	Ohio	1, 609, 856	6, 040, 857	8, 250, 713	258, 334
29	Oregon	177, 181	135, 356	312, 537	50, 985
30	Pennsylvania	1, 000, 000	8, 365, 217	9, 365, 217	
31	Rhode Island	880, 334	5536, 441	6166, 775	12, 661
32	South Carolina	<i>w</i> 122, 642	<i>w</i> 266, 569	<i>w</i> 389, 211	
33	Tennessee	<i>m</i> 141, 310	678, 123	819, 433	
34	Texas	<i>e</i> 1, 068, 323			
35	Vermont		532, 071	532, 071	9, 422
36	Virginia	760, 401	508, 778	1, 269, 179	2, 406
37	West Virginia	227, 987	697, 770	925, 757	33, 130
38	Wisconsin	25, 000	2, 339, 415	2, 364, 415	197, 674
39	Arizona	19, 007	82, 383	101, 390	
40	Dakota	77, 804	254, 490	332, 294	
41	District of Columbia		521, 908	521, 908	1, 288
42	Idaho		43, 521	43, 521	
43	Montana	0	139, 593	<i>w</i> 191, 930	0
44	New Mexico				
45	Utah	66, 235	44, 766	111, 001	
46	Washington				
47	Wyoming				
48	Indian:				
	Cherokees				
	Chickasaws				
	Choctaws				
	Creeks				
	Seminoles				

a From poll tax.*b* Includes balance on hand from last school year.*c* State apportionment.*d* County apportionment, city and district taxes.*e* State appropriation.*f* For white schools only.*g* Amount of county assessment for school purposes.*h* Salaries of county superintendents only.*i* Amount invested in school-houses in 1883.*j* Included in "salaries of teachers" (column 41 of this table).*k* Local taxes and subscriptions.*l* Includes compensation to commissioners by the State, interest on county surplus bond, &c.*m* Amount available from State treasury.*n* Amount available from town treasuries.

Territories, showing the income, expenditure, &c., for 1882-'83—Continued.

ANNUAL INCOME.			Increase of permanent fund in the school year.	ANNUAL EXPENDITURE.		
Revenue from other funds.	From other sources.	Total.		Permanent.		Current.
				Sites, buildings, and furniture.	Libraries and apparatus.	Salaries of su- perintendents.
34	35	36	37	38	39	40
	\$11,864	\$418,006				\$12,229
		740,244				
	32,463	\$3,847,658		\$293,840	\$87,536	
	227,201	863,880		267,611		
\$51,467	52,654	1,733,393	\$25,000	327,408	14,969	
		\$181,799				
		148,102				
		613,647	33,182			
0	818,561	8,884,370	40,249	1,245,450	29,791	\$76,763
		4,307,020		\$444,226		
	17,229	5,558,259	134,309	648,080	10,833	142,450
	\$857,644	\$2,970,041		512,143	28,118	(j)
	763,516	1,194,258				
5,976		249,042	45,270	2,452		6,018
	33,554	1,079,015		75,664		30,591
	222,954	1,577,819		123,687		42,898
243,976	4,139	\$4,724,778		538,546		156,228
46,196	499,539	4,449,738	145,951	707,408	37,603	(j)
	176,333	1,918,089	484,829	577,694	90,237	50,000
		803,876				17,000
537,978	191,818	3,583,774	98,323	728,710	168,623	
	\$409,456	\$1,753,819		329,834		
	1,428	\$184,299		\$12,355	447	
17,301	8,702	633,643		73,863		14,871
33,005		2,315,603	180,539	350,119	8,392	38,943
75,000	632,157	11,868,620	25,000	1,925,671	210,468	114,600
	88,830	602,445		84,085		14,651
813,252	236,055	9,558,354	698,457	1,416,340		158,497
18,386	116,347	498,255		\$173,445	1,948	7,970
		9,365,217		1,858,139		82,417
7,600	\$37,260	\$674,896	1,446	130,215	4,711	10,452
	\$81,960	\$471,171		\$9,825	\$4,822	\$18,507
	126,082	945,515		65,215		17,422
	82,009	1,150,332				
	7,117	548,610		65,786		
	14,158	1,285,803		135,681	2,434	44,245
	232,293	1,191,180		142,045	1,381	14,237
0	274,950	2,837,079		437,916	16,249	63,752
		101,390				
	320,592	652,886		274,744		\$11,722
	56,116	579,312		(176,079)		7,380
	16,959	\$78,920		\$5,550	337	
0	5,000	196,930	0	50,000	100	13,000
		\$32,171				
	\$104,691	\$215,692		33,277	1,439	500
		180,057		52,133		
		\$36,161				
		\$85,000				
		\$37,500				
		\$217,540				
		\$221,680				
		\$9,960				

o Amount raised by taxation for wages of teachers, fuel, and care of fires and school rooms.

p Total of reported items only, and not the whole income for school purposes.

q Items not fully reported.

r Includes expenditure for repairs.

s This is not included in the total receipts, the interest on the permanent fund being retained in the State treasury until the fund is large enough to make a per capita apportionment.

t Includes income for evening schools.

u For the year ending October 31, 1882.

v Paid out of general county funds and not included in expenditure of school funds.

w Includes a special tax for teachers and building.

x United States Census of 1880.

y Total income not reported; amount given is that reported as expenditure.

z For boarding schools only.

TABLE I.—PART 2.—Statistics of the school systems of the States and

States and Territories.	ANNUAL EXPENDITURE.			
	Current.		Total.	Expenditure in the year per capita on the school population.
	Salaries of teachers.	Miscellaneous or contingent (includes fuel, light, rent, repairs, &c.).		
1	41	42	43	44
1 Alabama.....	\$420,138	\$16,131	\$448,498	\$1 11
2 Arkansas.....			479,471	1 57
3 California.....	2,511,078	419,761	3,312,215	13 62
4 Colorado.....	367,356	117,194	752,161	9 52
5 Connecticut.....	1,094,550	376,529	1,813,485	9 84
6 Delaware.....	136,289		141,618	
7 Florida.....	104,240		133,260	1 37
8 Georgia.....			1613,647	1 20
9 Illinois.....	5,318,659	2,426,709	9,097,372	7 54
10 Indiana.....	2,972,141		4,663,500	10 49
11 Iowa.....	3,075,670	11,648,216	5,525,449	8 18
12 Kansas.....	11,516,956	522,026	2,579,243	1 88
13 Kentucky.....			1,248,524	
14 Louisiana.....	148,599	21,983	179,552	65
15 Maine.....	(\$1,001,470)		1,107,725	4 74
16 Maryland.....	1,195,984	240,642	1,603,211	5 02
17 Massachusetts.....	24,339,373	565,566	25,813,186	15 02
18 Michigan.....	2,459,084	11,053,773	4,259,873	5 88
19 Minnesota.....	1,070,637	149,587	2,283,165	5 68
20 Mississippi.....	714,306	72,570	803,876	1 82
21 Missouri.....	2,743,582	326,134	3,069,716	4 89
22 Nebraska.....	802,214	372,369	1,504,417	6 52
23 Nevada.....	133,883	12,462	159,147	14 86
24 New Hampshire.....	430,352	780,801	605,887	
25 New Jersey.....	1,455,826	363,277	2,196,557	5 18
26 New York.....	8,265,453	1,457,002	11,973,194	7 10
27 North Carolina.....	463,077	41,028	623,441	1 33
28 Ohio.....	5,608,504	2,272,832	9,451,143	8 85
29 Oregon.....	259,371	49,395	308,483	7 10
30 Pennsylvania.....	5,193,691	2,154,505	7,348,196	
31 Rhode Island.....	342,897	150,130	493,027	8 59
32 South Carolina.....	341,176	15,504	356,680	1 43
33 Tennessee.....	795,484	40,742	1,156,332	1 50
34 Texas.....			1,558,200	3 62
35 Vermont.....	404,247	88,257	579,312	5 00
36 Virginia.....	999,360	115,894	1,297,620	2 22
37 West Virginia.....	603,656	186,052	947,371	3 31
38 Wisconsin.....	1,187,150	1,187,810	2,892,877	8 56
39 Arizona.....			77,998	8 31
40 Dakota.....	181,692	75,889	532,325	9 38
41 District of Columbia.....	317,229	78,624	579,312	19 50
42 Idaho.....	52,710	8,251	66,243	65 61
43 Montana.....	150,000	46,930	250,930	8 03
44 New Mexico.....	28,002	6,971	34,973	6 09
45 Utah.....	120,290	26,908	182,414	23 26
46 Washington.....	77,616	10,473	144,825	4 01
47 Wyoming.....	625,894	62,610	628,504	6 93
48 Indian.....				
Cherokees.....			86,000	
Chickasaws.....			37,500	
Choctaws.....			17,540	
Creeks.....			21,660	
Seminoles.....			9,960	

a In estimating these items, only the interest on the amount expended under the head of "permanent" (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.

b Includes \$15,500 spent for normal schools.

c Estimated by the Bureau, 6 per ct. being rate used in casting interest on permanent expenditure.

d In 1880.

e In 1882.

f For white schools only.

g Includes total expenditure for colored schools and amount paid for white teachers only.

h In 1881.

i Items not fully reported.

j An estimate including per capita of total permanent expenditure for the year.

k Amount received from State and local taxation for support of public schools; this amount is largely supplemented by patrons.

l Total tuition revenue.

m Includes salaries of secretaries and treasurers, interest on bonds, &c.

n Includes salaries of superintendents.

o The sum included in this total as public school expenditure for colored schools is the amount raised for them, and may be somewhat greater or less than the actual expenditure.

p Amount raised by taxation for wages of teachers, fuel, and care of fires and school rooms.

Territories, showing the income, expenditure, &c., for 1882-'83—Continued.

ANNUAL EXPENDITURE.				Amount of available school fund.	Amount of permanent school fund (including portion not now available).	Estimated real value of sites, buildings, and all other school property.	
Expenditure in the year per capita on pupils enrolled in public schools. <i>a</i>	Expenditure in the year per capita on average attendance in public schools. <i>a</i>	Expenditure in the year per capita on population between 6 and 16. <i>a</i>	Expenditure in the year per capita on population between 6 and 16, including the total value of school property. <i>a</i>				
45	46	47	48	49	50	51	
c\$2 24	c\$3 53			d\$2, 528, 950		e\$264, 457	1
c4 27					\$164, 000	464, 248	2
c17 40	c26 90			1, 975, 900		7, 400, 915	3
14 40	22 12	\$12 14	\$14 41	103, 609	103, 609	1, 571, 080	4
12 21	10 04			2, 015, 705	2, 015, 705	4, 284, 401	5
				f\$495, 749		f453, 274	6
				326, 421		89, 868	7
f2 56	35 34						8
2 13	3 25			9, 413, 003	9, 413, 003	20, 025, 829	9
11 02	17 20			9, 271, 911		13, 113, 378	10
j9 31	j14 76			3, 681, 432	3, 722, 174	9, 977, 142	11
12 16	19 50	13 09	14 67	e2, 500, 000	e13, 500, 000	5, 344, 006	12
e6 62	e11 02			1, 700, 652		2, 395, 752	13
				300, 000	1, 160, 868		14
3 00	4 40			d458, 267		2, 970, 970	15
6 90	10 34			e903, 223		e2, 900, 000	16
9 91	18 79			2, 710, 209		e22, 062, 235	17
				3, 757, 310		10, 435, 860	18
8 42				5, 779, 930	18, 000, 000	4, 305, 546	19
9 10	21 46			h200, 000			20
2 01	3 65			9, 879, 066	9, 879, 066	9, 280, 410	21
7 38	11 35			2, 329, 059	20, 000, 000	2, 503, 108	22
9 57	16 90			e54, 000		229, 298	23
c18 50	c29 08			e166, 747	e213, 757	2, 393, 577	24
t9 34	t13 15				3, 235, 767	6, 515, 020	25
8 53	15 14			3, 247, 000	5, 466, 890	31, 011, 211	26
11 50	20 53			u431, 555		390, 009	27
2 70	4 00			e8, 825, 150		24, 454, 498	28
10 91	16 85	10 29	12 13	e832, 522		823, 410	29
13 05	18 45			255, 510	270, 355	30, 199, 636	30
7 67	12 04					1, 949, 503	31
11 76	17 57					474, 022	32
e2 17	e3 39			2, 512, 500	2, 512, 500	1, 120, 550	33
					23, 385, 571		34
6 88	10 80			609, 087			35
4 26	7 61			1, 511, 340		1, 442, 482	36
aa4 56	aa7 47			e509, 305	e509, 305	1, 841, 661	37
9 16				2, 913, 612	3, 063, 612	5, 930, 790	38
20 79	30 54					82, 183	39
15 59	25 77			d60, 385	d60, 385	937, 764	40
h15 16	h19 97	h10 18	h11 96			h1, 326, 888	41
c9 54						bb31, 000	42
16 08						225, 000	43
c6 09	e9 20					bb13, 500	44
e5 22	e8 42					408, 729	45
e5 74	c12 03					184, 912	46
e9 81	c14 85					bb40, 500	47
				dd750, 886			48
				(cc)			
				gg49, 473			
				gg200, 000			
				gg70, 000			

q For current expenses only.

r Includes amount paid for interest or to cancel debt.

s As reported by county commissioners; the county clerks' report gives \$3,408,765 as total expenditure, which figure the State superintendent regards as more correct than the county commissioners' total.

t Per capita cost on the entire sum expended.

u As reported for 1881; exclusive of large quantities of swamp lands.

v So reported, though the sum of the items given is \$194,129.

w Includes evening school reports.

x For the year ending October 31, 1882.

y Actual expenditure not reported; the figure given includes the total State apportionment for the year and the amount paid teachers from private funds and by cities.

z In 1878.

aa Cost per capita a term for teachers' salaries and all current expenses.

bb United States Census of 1880.

cc So reported, though the sum of the items given is \$260,030.

dd Includes the Cherokee asylum and orphan funds.

ee Schools supported from general tribal funds.

ff For boarding schools only.

gg The income derived from these funds is augmented from other sources.

TABLE I.—PART 1.—*Statistics of the school systems of the States and Territories, showing &c., for 1883-'84; from replies to inquiries*

	States and Territories.	Report for the year —	SCHOOL YEAR.		SCHOOL POPULATION.	
			Begins—	Ends—	Between what ages.	Total number between said ages.
	1	2	3	4	5	6
1	Alabama	1883-'84	Oct. 1	Sept. 30	7-21	419,764
2	Arkansas	1883-'84	July 1	June 30	6-21	316,356
3	California	1883-'84	July 1	June 30	5-17	235,672
4	Colorado	1883-'84	Sept. 1	Aug. 31	6-21	56,242
5	Connecticut	1883-'84	Sept. 1	Aug. 31	4-16	150,601
6	Delaware	1883-'84	Dec. 1	Dec. 1	6-21	cd40,569
7	Florida	1883-'84	Oct. 1	Sept. 30	6-21	fc6,798
8	Georgia	1883	Jan. 1	Dec. 31	6-18	as508,187
9	Illinois	1883-'84	July 1	June 30	6-21	1,069,274
10	Indiana	1883-'84	Sept. 1	Sept. 1	6-21	722,851
11	Iowa	1881-'82	Sept. 15	Sept. 15	5-21	604,739
12	Kansas	1883-'84	Aug. 1	July 31	5-21	411,250
13	Kentucky	1880-'81	July 1	June 30	6-20	g571,793
14	Louisiana	1884	Jan. 1	Dec. 31	16-18	g291,049
15	Maine	1883-'84	Apr. 1	Mar. 31	4-21	213,524
16	Maryland	1883-'84	Sept. 1	July 31	fs-20	295,215
17	Massachusetts	1883-'84	Sept. 1	July 1	5-15	336,195
18	Michigan	1883-'84	Sept. —	Sept. —	5-20	577,063
19	Minnesota	1883-'84	Sept. 1	Aug. 31	5-21	359,366
20	Mississippi	1883	Jan. 1	Dec. 31	5-21	447,571
21	Missouri	1883-'84	July 1	June 30	6-20	785,122
22	Nebraska	1883-'84	Apr. —	Apr. —	5-21	209,436
23	Nevada	1883-'84	Sept. 1	Aug. 31	6-18	9,593
24	New Hampshire	1884	Sept. 1	Aug. 31	5-15	g60,899
25	New Jersey	1882-'83	Sept. 1	Aug. 31	5-18	349,242
26	New York	1883-'84	Oct. 1	Aug. 20	5-21	1,702,967
27	North Carolina	1883-'84	Dec. 1	Nov. 30	6-21	504,281
28	Ohio	1883-'84	Sept. 1	Aug. 31	6-21	1,082,295
29	Oregon	1883-'84	Sept. —	June —	14-20	73,867
30	Pennsylvania	1883-'84	June 1	June 1	6-21	g1,422,377
31	Rhode Island	1883-'84	May 1	Apr. 30	15-15	58,858
32	South Carolina	1883-'84	Nov. 1	Aug. 31	6-16	g262,279
33	Tennessee	1883-'84	July 1	June 30	6-21	f571,829
34	Texas	1883-'84	Sept. 1	Aug. 31	8-16	311,134
35	Vermont	1883-'84	Apr. 1	Mar. 31	5-20	g99,463
36	Virginia	1883-'84	Aug. 1	July 31	5-21	n555,807
37	West Virginia	1883-'84	July 1	June 30	6-21	228,185
38	Wisconsin	1883-'84	July 1	June 30	4-20	528,750
39	Arizona	1883-'84	Sept. 1	Aug. 31	6-21	9,376
40	Dakota	1883-'84	oApr. 1	oJune 30	7-20	77,499
41	District of Columbia	1881-'82	July 1	June 30	16-17	g43,537
42	Idaho	1883-'84	Sept. 1	Aug. 31	5-21	13,140
43	Montana	1883-'84	Sept. 1	Aug. 31	4-21	15,082
44	New Mexico	1880	Sept. 1	Aug. 31	7-18	g20,255
45	Utah	1883-'84	July 1	June 30	6-18	48,889
46	Washington	1883-'84	July 1	June 30	6-21	31,599
47	Wyoming	1880	July 1	June 30	7-21	g4,112
48	Indian:					
	Cherokees	1883-'84	.....	.....	.....	g5,000
	Chickasaws	1883-'84	.....	.....	.....	g1,000
	Choctaws	1883-'84	.....	.....	.....	g3,000
	Creeks	1883-'84	.....	.....	.....	g2,000
	Seminoles	1883-'84	.....	.....	.....	g450

a In 1882.

b For the winter term.

c Estimated.

d Not including colored children in Wilmington.

e Approximately.

f No report from three counties.

g United States Census of 1880.

h For white schools only.

i Inclusive.

j This is the age for distribution of school funds; for free attendance it is 6-21 for whites and 6-20 for colored.

the school population, enrolment, attendance, duration of schools, number and pay of teachers, by the United States Bureau of Education.

SCHOOL POPULATION.					PUBLIC SCHOOLS.			
SEX.		Number under 6 years of age.	Number over 16 years of age.	Number between 6 and 16 years of age.	Number of pupils enrolled during school year.	Average monthly enrollment.	Average daily attendance.	
Male.	Female.							
7	8	9	10	11	12	13	14	
167, 136	149, 220				215, 578		134, 410	1
					153, 216		556, 291	2
28, 433	27, 809		13, 111	43, 131	179, 801	126, 133	124, 714	3
					37, 872		23, 307	4
					123, 280		680, 075	5
					31, 263		221, 447	6
					753, 311		735, 881	7
					287, 411		183, 371	8
541, 086	528, 188				728, 681		485, 625	9
					501, 142		325, 499	10
211, 376	199, 874				406, 947		253, 688	11
					303, 601		207, 339	12
g144, 538	g146, 511				h238, 440		h149, 226	13
					79, 018		51, 853	14
					146, 345		h100, 630	15
					170, 393		86, 486	16
					342, 012	277, 241	248, 168	17
					404, 966		g263, 775	18
					223, 209		100, 637	19
					266, 996	209, 716	154, 463	20
401, 455	383, 667				527, 452		398, 031	21
109, 015	100, 421				137, 618		681, 430	22
4, 822	4, 771				7, 868		5, 227	23
					64, 654		43, 723	24
					211, 905		119, 513	25
					1, 000, 057		596, 160	26
262, 791	241, 490				278, 298		169, 694	27
555, 192	527, 103		274, 020	808, 275	762, 755	583, 050	499, 217	28
37, 701	36, 166				43, 157		39, 512	29
g707, 809	g714, 568				966, 039		635, 678	30
29, 696	29, 162				m49, 255	m36, 487	m32, 366	31
g133, 003	g129, 276			g262, 279	185, 619		114, 144	32
f293, 158	f278, 671				350, 143		205, 479	33
					244, 895		260, 259	34
					73, 283		47, 607	35
n282, 528	n273, 279	n49, 911	n121, 917	n383, 979	288, 030	216, 209	133, 369	36
119, 130	109, 055		53, 967	174, 218	166, 272		102, 012	37
					316, 960		g185, 276	38
4, 910	4, 466				4, 516		3, 287	39
g20, 983	g22, 549		g6, 026	g37, 511	50, 031	p22, 061	32, 520	40
					p27, 299		p20, 730	41
7, 773	7, 309				8, 287			42
					8, 118		4, 465	43
					g4, 755		g3, 150	44
25, 037	23, 852		1, 226		29, 325		19, 073	45
					22, 341		14, 223	46
					g2, 907		g1, 920	47
								48
					4, 798		2, 925	
					449		r183	
					1, 163			
					1, 200		771	
					252		r99	

k The school year 1883-'84 covered only ten months and twenty days. In subsequent years the school year will extend over twelve months, from August 20 to and including August 20 of the ensuing year.

l This is the age for distribution of school funds; for free attendance it is 6-21.

m Includes evening school reports.

n In 1880.

o Hereafter the school year will begin July 1 and end June 30.

p In 1881.

q In 1883.

r In boarding schools only.

TABLE I.—PART I.—*Statistics of the school systems of the States and Territories,*

States and Territories.	PUBLIC SCHOOLS.			SCHOOLS OTHER THAN PUBLIC.			
	Number of school r-ouns exclusive of those used only for recitation.	Number of school rooms used ex- clusively for re- citation.	Average duration of school in days.	Schools corre- sponding to pub- lic schools below high schools.		Schools corre- sponding to pub- lic high schools.	
				Pupils.		Pupils.	
				Male.	Female.	Male.	Female.
1	15	16	17	18	19	20	21
1 Alabama			83				
2 Arkansas							
3 California			152		(a17, 953)		
4 Colorado			b174		(1, 577)		
5 Connecticut			c100		(a14, 580)		
6 Delaware			f157.55				
7 Florida							
8 Georgia			765				
9 Illinois			198	15, 553	15, 256	3, 213	2, 821
10 Indiana			151		(75, 221)		
11 Iowa	13, 110	65	126		(15, 308)		
12 Kansas			142		(j15, 098)		
13 Kentucky							
14 Louisiana			101.70				
15 Maine			114				
16 Maryland			182				
17 Massachusetts			180		(34, 438)		
18 Michigan			152		(27, 130)		
19 Minnesota			112				
20 Mississippi			777.50				
21 Missouri	10, 523		154				
22 Nebraska			112.6				
23 Nevada			120		(2, 575)		
24 New Hampshire			148.6		(a554)		
25 New Jersey			99.55		(5, 122)		
26 New York			192		(48, 707)		
27 North Carolina			168.5		(p160, 706)		
28 Ohio	17, 398		804				
29 Oregon			184		(10, 957)		
30 Pennsylvania			90		(5, 230)		
31 Rhode Island	850	119	148.25		(31, 160)		
32 South Carolina			184		(u7, 944)		
33 Tennessee			80		(0, 458)		
34 Texas			78		(33, 743)		
35 Vermont	2, 550		100				
36 Virginia	m5, 291		127	w10, 291	w10, 906	w1, 772	w2, 723
37 West Virginia	4, 466	41	100				
38 Wisconsin			168				
39 Arizona			im192		(15, 616)		
40 Dakota			210				
41 District of Columbia	j382	j13	101				
42 Idaho			j190		(w5, 000)		
43 Montana			103		(301)		
44 New Mexico							
45 Utah	455		135				
46 Washington			92				
47 Wyoming							
48 Indian:							
Cherokees							
Chickasaws							
Choctaws							
Creeks							
Seminoles							

a Number of census children attending private schools.

b In graded schools.

c In ungraded schools.

d Number employed in winter.

e Number employed in summer.

f For white schools only.

g For white teachers; for colored teachers the average salary is \$24.

h In the counties.

i In the cities.

j In 1881.

k For white schools in the counties; the average for teachers in graded schools for whites in the cities is \$71.25; in public high schools, \$83.97.

l Not including the city of New Orleans.

m In 1883.

showing the school population, enrolment, attendance, &c., for 1883-'84—Continued.

SCHOOLS OTHER THAN PUBLIC.		Whole number of teachers employed in public schools during the year.			Number of teachers necessary to supply the public schools.	Average salary of teachers per month in public schools.	
Teachers in said schools in all grades.							
Teachers.		Male.	Female.	Total.		Male.	Female.
22	23	24	25	26	27	28	29
		3,393	1,789	5,182		(\$24 76)	
		2,236	663	2,899			
		1,108	2,964	4,072		\$81 38	\$65 37
		328	795	1,123	946	63 15	52 29
		d562	e2,596	3,158		69 17	37 21
		(624)		624		(g32 31)	
		899	627	1,436			
(1,139)		(6,970)		6,970			
793	1,181	6,714	13,183	19,897	18,500	51 31	40 44
		6,821	6,491	13,312		(39 66)	
(j522)		6,044	16,037	22,081	13,175	35 20	27 46
		(370)		8,221	7,336	40 70	32 85
		2,936	4,915	6,910			
		4,195	2,715	6,910		(k23 87)	
		858	976	1,834		(lm31 35)	
		(7,448)		7,448		n32 50	n16 28
		(893)		3,353		(m40 00)	
		1,105	1,355	9,398	7,950	108 02	44 18
(634)		1,058	8,340	9,398		46 92	30 68
253	383	3,757	11,503	15,260	9,480	40 00	30 00
		1,715	4,371	6,086			
		(55)		6,401		(31 20)	
		3,645	2,698	13,296	10,523	(47 75)	
		(13,296)		6,050	65,400	40 81	34 32
		1,906	4,144	230		140 50	96 01
		60	170	3,520		38 41	23 14
		443	3,077	3,606		61 12	34 79
		887	2,719	30,937		(44 24)	
		6,424	24,518	5,611		(s24 16)	
		3,706	1,905	24,465	17,243	55 00	38 00
(182)		10,699	13,766	1,712	1,850	46 75	35 45
(t206)		623	912	1,712		38 47	29 39
(1,551)		8,559	13,905	22,464	20,000	79 95	43 31
		v261	v1,144	v1,405	v1,122	26 92	24 73
		2,115	1,569	3,684		(28 41)	
(1,085)		4,813	2,115	6,928			
		(86)		6,369			
		4,226	1,957	4,263		34 32	20 04
		540	3,723	4,263		30 32	26 39
w477	w1,132	3,247	3,124	6,371	4,643	30 51	30 52
		3,036	1,607	4,643			
		2,378	8,251	10,629	7,459	ma40 89	ma27 27
		61	82	143	127	(85 00)	
		863	2,048	2,911		38 43	31 72
		j35	j425	j460		j61 13	j61 27
		(y200)		y200		y60 00	y60 00
		97	195	292		(66 70)	
		z128	z36	z164		(z30 67)	
		261	331	592		49 80	28 80
		(831)		831		48 00	39 00
		z31	z39	z70		(z60 23)	
		(132)		132			
		(16)		16			
		(59)		59			
		(69)		69			
		(17)		17			

n Excluding board, which costs the districts an average of \$8.20 a month for each teacher.
o Estimated.
p In normal schools, academics, and private schools.
q For white schools.
r For colored schools.
s For white teachers; for colored teachers the average salary is \$22.06.
t In private schools of all grades.
u Number between 5 and 15 reported as attending Catholic and select schools.
v Includes evening school reports.
w In 1880.
x In the counties; in the cities, for males, \$156.30; for females, \$37.50.
y In 1882.
z United States Census of 1880.

TABLE I.—PART 2.—Statistics of the school systems of the States and

States and Territories.		ANNUAL INCOME.			
		From State tax.	From local tax.	Total from taxation.	Interest on permanent fund, including rents of school lands.
1		30	31	32	33
1	Alabama	<i>a</i> \$230,000	<i>b</i> \$135,784	\$365,784	\$140,025
2	Arkansas				
3	California	<i>d</i> 1,893,011	<i>e</i> 1,411,544		
4	Colorado	305,182	409,780	714,962	31,721
5	Connecticut	225,902	1,294,598	1,520,500	112,950
6	Delaware	<i>a</i> 152,056	<i>i</i> 161,048		
7	Florida		<i>j</i> 187,482		
8	Georgia	<i>a</i> 465,808	147,839	613,647	
9	Illinois	1,000,000	7,053,323	8,053,323	604,104
10	Indiana				
11	Iowa	463,825	4,851,298	5,315,123	225,907
12	Kansas		2,021,053	2,021,053	304,445
13	Kentucky	<i>a</i> 741,672	<i>m</i> 384,070	1,125,742	
14	Louisiana	<i>o</i> 161,663	<i>o</i> 55,173	<i>o</i> 216,836	<i>o</i> 26,230
15	Maine	<i>p</i> 337,890	<i>q</i> 725,862		
16	Maryland	404,933	883,100	1,288,033	54,003
17	Massachusetts		6,313,967		137,285
18	Michigan		3,289,228	3,289,228	725,170
19	Minnesota	23,000	1,830,189	1,853,189	347,684
20	Mississippi	<i>d</i> 300,000	503,876		
21	Missouri	427,756	2,572,886	3,000,642	1,075,271
22	Nebraska	100,874	1,235,134	1,336,008	281,607
23	Nevada	<i>d</i> 53,556	112,179		
24	New Hampshire	(574,021)		574,021	33,921
25	New Jersey	1,375,599	806,999	2,182,598	100,000
26	New York	<i>d</i> 2,976,803	8,692,576		
27	North Carolina	(457,278)		457,278	
28	Ohio	1,595,867	6,866,501	8,462,368	234,607
29	Oregon	195,398	151,067	346,465	53,371
30	Pennsylvania	<i>e</i> 1,000,000	9,261,329	10,261,329	
31	Rhode Island	<i>w</i> 80,317	<i>w</i> 512,163	<i>w</i> 592,480	12,053
32	South Carolina	<i>x</i> 107,028	<i>x</i> 280,066	<i>x</i> 387,094	
33	Tennessee	<i>d</i> 147,864	744,851	892,715	
34	Texas	<i>d</i> 1,399,874			
35	Vermont		469,021	469,021	9,783
36	Virginia	744,900	558,959	1,303,859	
37	West Virginia	211,005	745,426	956,431	31,370
38	Wisconsin		2,486,966	2,486,966	208,659
39	Arizona	27,959	177,942	205,901	
40	Dakota		<i>y</i> 908,119	<i>y</i> 908,119	
41	District of Columbia		521,908	521,908	1,288
42	Idaho		47,891	47,891	
43	Montana	0			
44	New Mexico				
45	Utah	89,397	62,267	151,664	
46	Washington				
47	Wyoming				
48	Indian:				
	Cherokees				
	Chickasaws				
	Choctaws				
	Creeks				
	Seminoles				

a State appropriation.*b* From poll tax.*c* Exclusive of the local funds of Mobile County and Faunsdale district, aggregating \$23,186.*d* State apportionment.*e* County apportionment, city and district taxes.*f* Includes balance on hand from last school year.*g* Paid out of general fund of counties, and not, therefore, included in State expenditure.*h* Included in "salaries of teachers" (column 41 of this table).*i* For white schools only.*j* County assessment for school purposes.*k* Salaries of county superintendents only.*l* Amount of tuition revenue only.*m* Local taxes and subscriptions.*n* Includes compensation to commissioners by the State, interest on county surplus bond, &c.*o* These figures, which are for 1883, are exclusive of the city of New Orleans, and include reports from only 46 out of 58 parishes.*p* Amount available from State treasury.

Territories, showing the income, expenditure, &c., for 1883-'84 — Continued.

ANNUAL INCOME.			Increase of permanent fund in the school year.	ANNUAL EXPENDITURE.		
Revenue from other funds.	From other sources.	Total.		Permanent.		Current.
				Sites, buildings, and furniture.	Libraries and apparatus.	
34	35	36	37	38	39	40
	\$689	c\$506, 499				\$13, 687
	27, 715	f3, 920, 228		\$292, 166	\$82, 847	g52, 030
\$50, 642	179, 942	926, 625	\$10, 611	237, 321		(h)
	53, 831	1, 737, 923		238, 964	13, 673	
		2213, 104				7, 345
		j187, 482				
		613, 647	33, 182			
0	880, 542	9, 537, 969	24, 710	1, 277, 731	34, 896	k83, 653
		l3, 154, 083				
	17, 229	5, 558, 259	134, 309	648, 080	10, 833	142, 450
	f1, 066, 552	f3, 392, 050		566, 231	56, 603	(h)
	n68, 516	1, 194, 258				
o5, 976		o249, 042				
	27, 312	r1, 091, 064		82, 873		31, 095
	f327, 005	f1, 669, 041		s138, 655		41, 359
251, 748		t6, 703, 000		818, 319		184, 956
	1, 630, 063	5, 644, 461	57, 915	729, 282	41, 966	(h)
	198, 427	2, 399, 300	466, 390	720, 147	125, 916	50, 020
		803, 876				17, 000
	227, 289	4, 393, 202	299, 739	457, 272	269, 968	
40, 309	f447, 512	f2, 105, 436	u1, 645, 157	532, 296		k40, 309
	27	165, 762		88, 812	882	
11, 831	10, 302	630, 085		v122, 795		15, 308
33, 005		2, 315, 603	180, 539	350, 119	8, 392	38, 943
	807, 528	12, 476, 907		2, 103, 216	218, 577	
	126, 711	f765, 032		70, 689		10, 913
562, 805	f3, 828, 904	f13, 088, 684	404, 315	1, 461, 893		163, 151
18, 958	32, 146	450, 940	572	140, 435	2, 073	9, 340
		10, 261, 329		1, 686, 132		82, 417
7, 003	w48, 049	w659, 585	2, 984	102, 359	3, 347	12, 843
	x51, 753	x517, 937		x21, 210	x3, 181	x20, 931
	108, 387	f1, 292, 163		(s83, 819)		20, 232
	261, 602	1, 661, 476				
	83, 543	562, 347		66, 675		
	17, 739	1, 321, 598		s151, 840	3, 527	55, 564
	280, 359	1, 268, 160	4, 854	116, 112	1, 862	15, 350
	523, 820	3, 019, 445		(522, 528)		k47, 775
		205, 901				
	2572, 952	1, 481, 071		631, 963		aa34, 514
	56, 116	579, 312		(176, 079)		7, 380
	6, 365	bb81, 519		s11, 457	882	
		179, 323		x50, 000	x100	x13, 000
		cc32, 171				
	f108, 770	f260, 434		37, 577	2, 152	500
		x186, 057		93, 671		
		cc36, 161				
		dd81, 730				
		dd86, 015				
		dd46, 725				
		dd12, 142				

q Amount available from town treasuries.

r This figure is apparently exclusive of the receipts for general purposes, under which come those for supervision and new school-houses.

s Includes expenditure for repairs.

t Total of reported items.

u Increase of nearly two years.

v Includes amount paid for interest or to cancel debt.

w Includes income for evening schools.

x In 1883.

y Includes total county apportionment.

z From sale of bonds.

aa \$1,875 for salary of territorial superintendent and \$32, 639 paid county superintendents by counties, neither sum being included in total expenditure.

bb Items not fully reported.

cc United States Census of 1880.

dd Total income not reported; amount given is that reported as expenditure.

TABLE I.—PART 2.—Statistics of the school systems of the States and

States and Territories.	ANNUAL EXPENDITURE.			
	Current.		Total.	Expenditure in the year per capita on the school population. ^a
	Salaries of teachers.	Miscellaneous current (in-cludes fuel, light, rent, repairs, &c.).		
1	41	42	43	44
1 Alabama.....	\$480,781	b\$22,259	\$522,727	c\$1 25
2 Arkansas.....			561,745	d1 78
3 California.....	2,573,024	415,567	3,364,224	
4 Colorado.....	9432,255	140,322	809,838	10 51
5 Connecticut.....	1,150,803	393,777	1,777,277	10 84
6 Delaware.....	152,591	54,327	215,161	e15 90
7 Florida.....	161,070	3,757	172,178	f2 58
8 Georgia.....			4615,647	1 20
9 Illinois.....	5,040,474	2,501,432	9,628,186	9 07
10 Indiana.....	13,151,083		4,660,000	m6 45
11 Iowa.....	3,075,870	n1,648,216	5,525,449	8 18
12 Kansas.....	91,682,735	577,395	2,887,984	e4 88
13 Kentucky.....			ol,248,524	
14 Louisiana.....			460,030	4 60
15 Maine.....	(1,020,082)		1,134,050	4 02
16 Maryland.....	1,245,684	920,942	1,686,640	h5 02
17 Massachusetts.....	r4,524,371	860,516	s6,502,959	19 34
18 Michigan.....	92,674,485	1,190,602	4,616,335	6 79
19 Minnesota.....	1,369,541	9554,087	2,819,711	h5 68
20 Mississippi.....	714,306	72,570	805,876	1 82
21 Missouri.....	2,828,630	9732,265	4,288,135	4 37
22 Nebraska.....	954,363	315,642	1,842,630	6 51
23 Nevada.....	133,318	19,000	162,012	o15 94
24 New Hampshire.....	426,472	59,550	634,125	
25 New Jersey.....	1,433,826	303,277	2,193,557	5 18
26 New York.....	7,985,723	1,527,306	11,834,912	h7 10
27 North Carolina.....	416,197	37,468	535,205	i1 33
28 Ohio.....	5,807,758	q2,251,507	9,684,369	8 85
29 Oregon.....	280,900	35,197	347,677	6 06
30 Pennsylvania.....	5,403,036	2,373,453	9,545,636	
31 Rhode Island.....	r440,200	771,793	v636,542	8 82
32 South Carolina.....	h343,674	h23,445	h8423,473	m1 61
33 Tennessee.....	822,561	28,858	955,470	e1 50
34 Texas.....			ol,661,476	4 50
35 Vermont.....	425,931	97,975	590,581	5 31
36 Virginia.....	1,032,008	77,908	1,321,537	h2 22
37 West Virginia.....	641,575	222,532	907,431	8 38
38 Wisconsin.....	1,806,906	527,652	2,964,861	h5 56
39 Arizona.....			161,862	17 26
40 Dakota.....	394,735	280,131	1,306,879	h0 38
41 District of Columbia.....	317,229	75,624	570,812	9 50
42 Idaho.....	62,092	14,973	890,914	m6 84
43 Montana.....	h150,000	h46,930	h260,030	h8 03
44 New Mexico.....	y23,002	y971	y28,973	e09
45 Utah.....	131,881	32,230	204,340	c3 42
46 Washington.....	152,142	16,589	s287,500	9 10
47 Wyoming.....	y25,894	y2,610	y28,504	c6 93
48 Indian:				
Cherokees.....			81,730	
Chickasaws.....			86,015	
Choctaws.....				
Creeks.....			46,725	
Seminoles.....			12,142	

a In estimating these items, only the interest on the amount expended under the head of "permanent" (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.

b Includes \$21,500 expended for normal schools.

c Estimated by the Bureau, 6 per cent. being the rate used in casting interest on permanent expenditure.

d In 1880.

e In 1882.

f Per capita on current expenses only.

g Includes salaries of superintendents.

h In 1883.

i For white schools only.

j In 1881.

k This amount from State and local taxation is largely supplemented by patrons.

l Amount of tuition revenue.

m Per capita on total expenditure.

n Includes salaries of secretaries and treasurers,

interest on bonds, &c.

o The sum included in this total as expenditure for colored schools is the amount raised for them, and may be somewhat greater or less than the actual expenditure.

Territories, showing the income, expenditure, &c., for 1883-'84—Continued.

ANNUAL EXPENDITURE.				Amount of available school fund.	Amount of permanent school fund (including portion not now available).	Estimated real value of sites, buildings, and all other school property.	
Expenditure in the year per capita on pupils enrolled in public schools. <i>a</i>	Expenditure in the year per capita on average attendance in public schools. <i>a</i>	Expenditure in the year per capita on population between 6 and 16. <i>a</i>	Expenditure in the year per capita on population between 6 and 16, including interest on the value of all school property. <i>a</i>				
45	46	47	48	49	50	51	
c\$2 42	e\$3 89			d\$2, 528, 950		e\$264, 457	1
e8 67					\$170, 347	921, 829	2
f17 08	f24 61			1, 975, 900		7, 936, 620	3
15 63	25 33	\$13 71	\$16 82	114, 220		1, 676, 130	4
h12 21	h10 64			2, 017, 159	2, 017, 159	5, 257, 756	5
e6 88	e10 63			495, 749		4608, 056	6
c2 95	c4 80			429, 984		210, 115	7
2 13	3 25						8
13 32	19 99			9, 437, 714	9, 437, 714	21, 038, 489	9
m9 30	m14 32			9, 339, 328		13, 619, 561	10
12 16	19 50	13 09	14 67	3, 631, 492	3, 732, 174	9, 977, 142	11
e6 62	e11 02			3, 043, 593	e13, 500, 000	5, 715, 582	12
				1, 760, 652		2, 395, 752	13
c5 91	c9 00			h300, 000	1, 130, 863	3300, 000	14
7 25	10 69			d438, 287		3, 045, 822	15
h9 91	h18 79			e906, 229		e2, 900, 000	16
19 70	25 84			2, 710, 241		e22, 062, 235	17
9 67					3, 795, 235	10, 943, 178	18
h9 10	h21 46			6, 246, 321	18, 000, 000	4, 993, 711	19
2 01	3 65			j500, 000			20
6 52	8 47			10, 173, 806		8, 825 548	21
9 00	16 74			3, 974, 216	20, 395, 033	2, 786, 397	22
c19 43	c29 25			e564, 000		223, 114	23
m9 65	m14 27			e166, 747	e213, 757	e2, 381, 577	24
8 53	15 14				3, 235, 767	6, 515, 620	25
h11 50	h20 53			h3, 247, 000	h5, 460, 890	31, 937, 951	26
h2 70	h4 09				431, 555	483, 092	27
10 78	16 47	10 17	11 85	e3, 825, 150		22, 586, 046	28
10 38	11 34			1, 000, 000	1, 400, 000	1, 454, 506	29
8 24	12 52					31, 886, 098	30
11 38	16 89			255, 509	273, 339	2, 099, 285	31
m2 28	m3 71					441, 587	32
e2 50	e4 27			h2, 512, 500	h2, 512, 500	1, 367, 445	33
				e3, 385, 571			34
7 25	11 09			669, 087			35
h4 26	h7 61			h1, 511, 340		1, 592, 435	36
4 63	7 56				514, 159	1, 871, 235	37
h9 16				h2, 913, 612	h3, 063, 612	h5, 930, 790	38
35 84	48 33					153, 466	39
h15 59	h25 77					1, 689, 658	40
j15 16	j19 97	j10 18	j11 96	d60, 385	d60, 385	j1, 326, 888	41
m10 85						y31, 000	42
h16 08						335, 371	43
c6 09	c9 20					y13, 500	44
c5 69	c8 76					433, 461	45
12 87	20 22					360, 421	46
c9 81	e14 85					y40, 500	47
							48
				z750, 836			
				(aa)			
				bbc51, 081			
				cc200, 000			
				cc70, 000			

p In the city of New Orleans only; no report for the remainder of the State.

g Includes amount paid for interest or to cancel debt.

r Includes some miscellaneous expenditure.

s Items not fully reported.

t As reported for 1881; exclusive of large quantities of swamp lands.

u So reported, though the sum of the items given is \$472,005.

v Includes evening school reports.

w Actual expenditure not reported; the amount given is the sum of the State apportionment for the year and the amount paid teachers by cities and from private funds.

x In 1878.

y United States Census of 1880.

z Includes the Cherokee asylum and orphan funds.

aa Schools supported from general tribal funds.

bb Includes the Choctaw orphan fund.

cc The income derived from these funds is augmented from other sources.

TABLE II. — School statistics of cities containing 7,500 inhabitants and over, for 1883-'84; from replies to inquiries by the United States Bureau of Education.

City.	Superintendent.	Total population (census of 1880).	School population.				Number enrolled in public schools.				Estimated enrollment in private and parochial schools.	Number of school days in the year.	13	Number of days the schools were taught.
			Legal school age.		School population.		Number enrolled in public schools.		Estimated enrollment in private and parochial schools.	Number of school days in the year.				
			4	5	6	7	8	9						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 Little Rock, Ark.	J. R. Rightsell	13,138	6-21		2,393	6,875		101	3,092	500	180	168		
2 Los Angeles, Cal.	L. D. Smith	11,183	5-17			3,691		300	3,479	611	200	189		
3 Oakland, Cal.	J. C. Gilson	34,535	5-17			9,008			4,703	1,000	202	202		
4 Sacramento, Cal.	J. R. Laine, M. D.	24,420	5-17			7,360			4,732	1,000	100	187		
5 San Francisco, Cal.*	Andrew J. Moulder	235,939	5-17			56,530			40,732	5,912	208	208		
6 San José, Cal.	Louis E. Curtis	13,367	5-17			3,539			2,820	600	200	194		
7 Stockton, Cal.	W. F. Clowdsey, secretary	10,282	5-17			2,498				194	200	186		
8 Denver, Colo. (½ of city)	Aaron Gove	35,639	6-21			7,587			5,743					
9 Bridgeport, Conn.*	H. M. Harrington	20,148	4-16			2,093		125	5,482	503	220	192		
10 Danbury, Conn.*	Mortimer A. Warren	11,006	4-16			2,558		77	3,033	48	620	189		
11 Derby, Conn.	G. H. Pock, secretary	7,650	4-16			1,929		55	3,033	48	620	189		
12 Greenwich, Conn.*	Myron L. Mason, secretary	4,892	4-16			1,437		19	4,317	161	199			
13 Hartford, Conn.	John Henry Brocklesby, acting visitor	42,531	4-16			9,630		431	7,617	1,453	207	198		
14 Meriden, Conn.	J. H. Chapin	18,740	4-16	325		4,889		36	3,353	700	200	194		
15 Middletown, Conn. &	E. H. Wilson	21,132	4-16			1,893		58	914	400	207	198		
16 New Britain, Conn.	J. N. Bartlett	13,979	4-16			3,812			1,979	1,228	190	188		
17 New Britain, Conn.	Samuel T. Dutton	61,588	4-16	2,741		16,280			12,668	2,000	200	200		
18 New London, Conn.	Ralph Wheeler	10,337	4-16			3,203		80	1,847	76	189			
19 Norwalk, Conn.	John S. Seymour, secretary	13,956	4-16			3,436		51	2,126	551	196			
20 Norwich, Conn.	John W. Cary, acting visitor	21,143	4-16			5,043		57	3,992	549	195			
21 Stamford, Conn.*	N. R. Hart, chairman school committee	11,237	4-16			2,730		74	1,757	557	220			
22 Waterbury, Conn.	M. S. Crosby	20,270	4-16			5,688		75	4,071	500	200	199		
23 Windham, Conn.*	George W. Melony, secretary	8,594	4-16			2,018			1,293	485	183			
24 Wilmington, Del.	David W. Harlan	42,478	6-21					513	78,259		201	196		
25 Key West, Fla.	J. V. Harris	10,940	6-21			3,416			1,129		180	180		
26 Atlanta, Ga.	W. F. Slaton	37,409	6-18			12,000			5,676	2,000	210	200		
27 Columbus, Ga.	George M. Dews	10,123	6-18	0		3,655		35	1,649	300	195	182		
28 Macon, Ga.	B. M. Zettler	12,749	6-18			3,413			1,810	300	192	186		
29 Savannah, Ga.	W. H. Baker	30,709	6-18			6,056			3,169	600	190	175		
30 Alton, Ill.	Robert A. Haight	8,975	6-21						1,425		198	193		

	Emil Danprich.....	13,404	6-21	0	44,777	4,777	11	2,127	500	210	197
31	Bellerille, Ill.....	17,180	6-21	0	44,777	4,777	0	3,361	500	210	197
32	Bloomington, Ill.....	503,185	6-21	0	44,777	155,166	0	772,509	432,038	200	195
33	Chicago, Ill.....	8,547	6-21	0	759	3,488	0	2,133	300	180	176
34	Decatur, Ill.....	8,767	6-21	0	759	3,488	0	1,931	664	188	188
35	Elgin, Ill.....	8,516	6-21	0	759	2,935	0	1,538	300	200	190
36	Freeport, Ill.....	11,457	6-21	0	1,708	4,678	0	2,096	600	180	175
37	Galesburg, Ill.....	16,149	6-21	0	1,708	5,788	0	2,938	600	200	198
38	Joliet, Ill.....	7,800	6-21	0	1,708	2,858	0	1,714	281	200	197
39	Moline, Ill.....	7,834	6-21	0	1,708	3,280	0	1,657	281	200	197
40	Ottawa, Ill.....	81,086	6-21	0	1,708	11,803	0	5,972	1,346	200	196
41	Peoria, Ill.....	27,268	6-21	0	2,964	9,993	82	3,844	2,000	200	196
42	Quincy, Ill.....	13,129	6-21	0	2,964	6,266	0	2,118	950	180	177
43	Rockford, Ill.....	11,659	6-21	0	2,964	3,736	0	2,828	900	180	180
44	Rock Island, Ill.....	19,713	6-21	0	5,820	9,033	0	3,886	3,500	196	195
45	Springfield, Ill.....	26,880	6-21	0	5,820	14,701	0	14,295	2,800	190	185
46	Fort Wayne, Ind.....	26,880	6-21	0	5,820	35,019	0	1,835	1,200	190	186
47	Indianapolis, Ind.....	75,056	6-21	0	8,566	3,033	0	3,065	1,900	190	190
48	Jeffersonville, Ind.....	9,337	6-21	0	8,566	7,600	0	1,929	900	200	194
49	La Fayette, Ind.....	14,880	6-21	0	8,566	4,371	0	1,670	800	180	177
50	Logansport, Ind.....	11,198	6-21	0	8,566	3,926	0	2,994	500	180	170
51	Madison, Ind.....	8,945	6-21	0	8,566	6,304	0	2,584	975	180	178
52	New Albany, Ind.....	16,423	6-21	0	8,566	5,522	0	2,236	600	180	178
53	Richmond, Ind.....	12,742	6-21	0	8,566	6,058	0	4,545	900	200	195
54	South Bend, Ind.....	13,280	6-21	0	8,566	9,748	0	1,147	500	200	196
55	Terre Haute, Ind.....	26,042	6-21	0	8,566	3,642	0	2,645	250	180	179
56	Vincennes, Ind.....	7,080	6-21	0	8,566	3,993	0	2,200	825	190	187
57	Cedar Rapids, Iowa.....	10,104	5-21	826	105	3,993	750	2,758	201	200	197
58	Clinton, Iowa.....	9,052	5-21	711	605	3,963	508	4,835	1,000	187	187
59	Council Bluffs, Iowa.....	18,063	5-21	639	1,146	7,244	146	8,875	1,000	187	187
60	Davenport, Iowa.....	21,831	5-21	639	1,146	9,439	345	2,527	2,700	200	188
61	Des Moines (west side), Iowa.....	422,408	5-21	0	6,990	4,412	0	3,928	2,700	200	188
62	Dubuque, Iowa.....	22,254	5-21	0	6,990	10,941	0	2,557	200	210	200
63	Keokuk, Iowa.....	12,117	5-21	0	6,990	4,931	0	1,650	200	210	200
64	Muscatine, Iowa.....	9,295	5-21	0	6,990	2,800	0	2,050	200	210	200
65	Ottumwa, Iowa.....	9,004	5-21	255	1,000	3,042	100	2,650	200	210	200
66	Atchison, Kans.....	15,105	5-21	255	1,000	3,042	100	2,650	200	210	200
67	Lawrence, Kans.....	8,510	5-21	1,328	1,539	4,985	75	2,570	1,148	180	168
68	Leavenworth, Kans.....	16,516	5-21	210	857	3,110	51	2,005	1,400	160	160
69	Topeka, Kans.....	15,452	5-21	500	1,309	6,006	0	2,508	1,400	180	178
70	Covington, Ky.....	23,729	6-20	500	1,309	10,519	0	3,447	4,450	180	157
71	Louisville, Ky.....	123,738	6-20	500	1,309	56,932	0	21,897	2,560	220	190
72	Newport, Ky.....	20,433	6-20	500	1,309	6,933	0	2,017	200	210	204
73	Paducah, Ky.....	8,036	6-21	500	1,309	2,006	0	963	200	222	205
74	New Orleans, La.....	216,080	6-18	500	1,309	61,456	0	21,641	10,000	187	154
75	Auburn, Me.....	9,555	4-21	500	1,309	3,055	0	1,239	25	180	175
76	Augusta, Me.....	8,065	4-21	500	1,309	2,161	0	1,239	25	180	175

i For the entire city.
j Succeeded Hon. L. E. Baker, who furnished the above figures.
k Estimated.

e Total population of the town.
f In day schools only.
g Including Monroe County.
h School census of 1880.

a From Report of the Commissioner of Education for 1882-'83.
b Succeeded Hon. J. M. Fish, who furnished the above figures.
c Average duration of school in days.
d Since succeeded by C. Moss Smith.
e These statistics are for the Middletown City school district only.

	North Adams, Mass.	A. D. Miner	10, 191	5-15	271	2, 720	2, 454	70	9139	9185
107	Northampton, Mass.	George B. Drury	12, 172	5-15	271	2, 463	2, 540	100	1810	4176
108	Pembody, Mass.	G. F. Osgood, secretary school committee	9, 028	5-15	231	2, 995	1, 707	25	200	139
109	Pittsfield, Mass.	W. B. Rice	13, 364	5-15	231	2, 995	2, 881	150	200	197
110	Salem, Mass.*	J. H. Davis	27, 563	5-15	231	5, 478	3, 464	220	2204	---
111	Somerville, Mass.	A. P. Stone	24, 933	5-15	258	5, 478	5, 726	500	200	188
112	Springfield, Mass.	W. W. Waterman	33, 340	5-15	258	5, 858	6, 720	500	200	188
113	Taunton, Mass.	Henry Whittemore	21, 213	5-15	256	5, 858	6, 720	152	195	195
114	Ware, Mass.	William C. Fisher	11, 712	5-15	256	5, 858	2, 520	40	200	196
115	Westfield, Mass.*	E. H. Davis	7, 587	5-15	242	2, 317	1, 591	65	6150	---
116	Weymouth, Mass.	A. P. Marble	10, 570	5-15	242	2, 317	2, 101	30	136	194
117	Worcester, Mass.	W. J. Coker, A. M.	10, 931	5-15	289	2, 317	2, 528	500	200	200
118	Worcester, Mass.	W. J. Coker, A. M.	58, 291	5-15	1, 300	12, 721	12, 704	1, 500	200	195
119	Adrian, Mich.*	W. S. Perry	7, 849	5-20	175	2, 605	1, 445	575	500	1904
120	Ann Arbor, Mich.	J. M. B. Sill	8, 061	5-20	213	2, 605	1, 445	200	200	197
121	Detroit, Mich.	Joseph C. Jones	116, 340	5-20	3, 217	43, 840	18, 248	7, 071	200	190
122	East Saginaw, Mich.	Irving W. Barnhart	19, 016	5-20	455	7, 465	3, 840	575	200	194
123	Flint, Mich.	I. N. Mitchell	8, 409	5-20	115	449	1, 989	175	200	195
124	Grand Rapids, Mich.*	F. M. Kendall	32, 016	5-20	1, 075	11, 298	6, 576	1, 000	200	193
125	Jackson, Mich. { District No. 1	J. B. Glasgow	16, 105	5-20	227	2, 590	2, 023	400	153	191
126	Jackson, Mich. { District No. 17	C. L. Houseman	11, 283	5-20	227	2, 590	1, 303	191	166	---
127	Marquette, Mich.	Henry J. Rolison	8, 883	5-20	508	5, 379	3, 288	200	194	---
128	Port Huron, Mich.	Cyrus B. Thomas	10, 525	5-20	508	4, 293	1, 411	300	200	195
129	Saginaw, Mich.	H. L. Moore, assistant superintendent	46, 887	6-21	10, 000	23, 500	10, 465	1, 290	156	185
130	St. Paul, Minn.	B. F. Wright	41, 473	6-21	500	1, 934	7, 654	3, 610	200	195
131	St. Paul, Minn.	William R. Phelps	10, 208	5-21	470	1, 410	1, 440	500	200	198
132	Vienna, Minn.	H. T. Moore	11, 834	5-21	470	1, 410	2, 169	600	180	179
133	Yeksburg, Miss.	J. C. Brown	11, 074	5-21	0	4, 115	2, 469	400	180	175
134	Yankton, Mo.	J. M. Greenwood	55, 785	6-20	0	22, 570	9, 723	2, 090	180	176
135	Kansas City, Mo.	Edward R. Neely	32, 431	6-20	0	12, 238	4, 662	700	200	188
136	St. Joseph, Mo.	Edward R. Neely	43, 518	6-20	24, 412	103, 372	35, 050	21, 000	200	192
137	St. Louis, Mo.	Edward R. Neely	43, 518	6-20	24, 412	103, 372	35, 050	21, 000	200	192
138	Sedalia, Mo.	D. R. Cully	9, 501	5-20	802	3, 503	2, 401	200	180	173
139	Lincoln, Neb.	E. F. Hardy	13, 063	5-21	802	3, 503	2, 401	200	180	173
140	Omaha, Neb.	Henry M. James	30, 518	5-21	802	3, 503	2, 401	200	180	173
141	Virginia City, Nev.*	T. B. Gray	10, 917	5-21	802	3, 503	2, 401	200	180	173
142	Concord, N. H.	Warren Clark	13, 843	5-16	802	3, 503	2, 401	200	180	173
143	Dover, N. H.	Channing Polson	11, 667	5-16	802	3, 503	2, 401	200	180	173
144	Manchester, N. H.	William E. Buck	32, 630	5-21	802	3, 503	2, 401	200	180	173
145	Nashua, N. H.	Frederic Kelsey	13, 337	5-14	802	3, 503	2, 401	200	180	173
146	Portsmouth, N. H.	John Pender, secretary	9, 690	5-14	802	3, 503	2, 401	200	180	173
147	Bayonne, N. J.	J. Moore	9, 372	5-18	802	3, 503	2, 401	200	180	173
148	Bridgeport, N. J.	Marten V. Berven	8, 722	5-18	802	3, 503	2, 401	200	180	173
149	Camden, N. J.	J. Aug. Dix	41, 659	5-18	802	3, 503	2, 401	200	180	173
150	Elizabeth, N. J.	J. Aug. Dix	28, 229	5-18	802	3, 503	2, 401	200	180	173

* From Report of the Commissioner of Education for 1892-93.
a Succeeded Hon. James Burrier, who furnished the above figures.
b School census of 1879.
c Average duration of school in days.
d Estimated.
e In day schools only.
f In the high school there were 196 school days in the year and the school was taught 192 days.
g In high and grammar schools; these figures are, respectively, 174 and 171 for primary schools.
h These numbers are, respectively, 200 and 196 for the high school.
i Since the date of this return elected superintendant of schools at Chelsea, Mass.
j Inclusive.
k Succeeded by Hon. Wm. Edw. Cox.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1883-'84, &c.—Continued.

City.	Superintendent.	Total population (census of 1880).	School population.				Number enrolled in public schools.				Estimated enrollment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
			Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number-enrolled, excluding duplicate enrolments.				
1	2	3	4	5	6	7	8	9	10	11	12	13	
151	Hoboken, N. J.*	30,999	5-18	.....	.....	10,398	371	47	5,504	1,487	202	200
152	Jersey City, N. J.	120,722	5-18	.....	.....	52,207	2,530	1,470	23,397	14,215	200	195
153	Millville, N. J.*	7,680	5-18	.....	.....	2,494	.....	.....	1,600	30	215	200
154	Newark, N. J.	136,508	5-18	.....	.....	41,493	667	329	19,804	6,000	210	210
155	New Brunswick, N. J.	17,106	5-18	a487	a974	6,334	202	46	2,601	1,200	210	204	
156	Orange, N. J.	13,207	5-18	.....	.....	4,311	.....	.....	1,572	1,200	200	200
157	Paterson, N. J.	51,021	5-18	.....	.....	16,379	1,551	154	11,975	1,450	205	204
158	Plainfield, N. J.*	8,135	5-18	.....	.....	2,248	.....	.....	1,278	300	200	200
159	Trenton, N. J.*	29,910	5-18	4,425	11,267	7,776	933	699	3,838	1,002	200	200	
160	Albany, N. Y.	90,738	5-21	460	2,451	7,690	933	699	13,718	5,000	206	200	
161	Auburn, N. Y.	21,924	5-21	435	1,774	5,651	385	148	3,454	1,542	200	197	
162	Binghamton, N. Y.	595,663	5-21	.....	.....	.....	.....	.....	602,197	.....	202	202
163	Brooklyn, N. Y.*	155,134	5-21	.....	.....	.....	.....	.....	220,637	.....	205	203
164	Buffalo, N. Y.*	19,416	5-21	334	1,743	8,624	.....	.....	3,671	600	200	197
165	Cohoes, N. Y.*	20,541	5-21	.....	.....	6,276	160	137	3,949	610	200	202
166	Elmira, N. Y.	8,670	5-21	.....	.....	3,650	76	44	1,274	600	210	207
167	Hudson, N. Y.	9,105	5-21	.....	.....	2,906	.....	.....	2,020	247	196	186
168	Ithaca, N. Y.	18,344	5-21	178	1,077	2,995	102	180	1,836	75	200	195	
169	Kingston, N. Y.	13,522	5-21	.....	.....	4,000	156	240	2,399	503	196	195
170	Lockport, N. Y.	17,159	5-21	665	1,052	6,763	190	56	4,178	248	224	181	
171	Long Island City, N. Y.	18,049	5-21	.....	.....	6,199	.....	.....	3,313	594	177	174
172	Newburgh, N. Y.	1,203,299	5-21	.....	.....	400,000	.....	.....	40,000	198	198	198
173	New York, N. Y.	1,203,299	5-21	.....	.....	400,000	.....	.....	40,000	198	198	198
174	Ogdensburg, N. Y.	10,341	5-21	.....	.....	4,033	.....	.....	2,035	560	200	196
175	Oswego, N. Y.	21,116	5-21	.....	.....	7,955	.....	.....	3,640	1,209	200	195
176	Plattsburgh, N. Y.	8,283	5-21	.....	.....	2,307	.....	.....	1,400	75	200	195
177	Poughkeepsie, N. Y.	20,207	5-21	f390	f1,807	f6,002	175	45	2,892	988	200	200	
178	Rochester, N. Y.	89,366	5-21	.....	.....	a37,000	2,004	355	13,513	7,500	200	191
179	Rome, N. Y.	12,194	5-21	200	929	3,004	181	118	1,939	375	200	183	
180	Saratoga Springs, N. Y.	8,421	5-21	.....	.....	2,375	.....	.....	1,741	800	205	210
181	Schenectady, N. Y.	13,655	5-21	.....	.....	4,917	.....	.....	2,475	800	192	192

182	Syracuse, N. Y.	Edward Smith	51,792	5-21	1,084	626	18,505	592	363	9,436	1,826	197
183	Day, N. Y.	David Beattie	56,747	5-21	2,500	3,040	20,000	0	4,566	8,298	1,500	215
184	Union, N. Y.	A. McMillan	33,914	5-21	0	0	12,861	0	0	5,647	1,213	190
185	Watertown, N. Y.	Erad Seymour	10,697	5-21	0	0	3,403	0	0	1,786	1,253	135
186	Vonkers, N. Y.	J. W. Day	18,612	5-21	0	0	7,256	0	0	1,553	1,553	199
187	Albion, Ohio	Ellis Bramfelter	18,512	5-21	0	0	5,702	0	0	3,582	783	200
188	Carroll, Ohio*	J. H. Lehman	12,338	5-21	0	0	3,561	0	0	3,139	600	194
189	Chillicothe, Ohio*	William Richardson	10,938	5-21	0	0	3,471	0	0	1,916	300	187
190	Cincinnati, Ohio	John B. Casade	255,139	5-21	0	0	85,402	0	0	33,705	10,715	200
191	Columbus, Ohio	Robert W. Stevenson	51,617	5-21	0	0	17,498	0	0	9,439	1,820	191
192	Dayton, Ohio*	J. J. Burns	38,678	5-21	0	0	12,166	0	0	6,189	2,027	200
193	Fremont, Ohio	W. W. Ross	8,446	5-21	0	0	1,965	0	0	1,089	400	185
194	Hamilton, Ohio	L. R. Klemm	12,122	5-21	0	0	4,480	0	0	2,166	1,400	190
195	Ironton, Ohio	R. S. Page	8,357	5-21	0	0	3,161	0	0	2,063	200	183
196	Lima, Ohio	J. M. Greenslade	7,567	5-21	0	0	3,123	0	0	1,859	300	190
197	Newark, Ohio	E. S. Cox	9,600	5-21	0	0	4,144	0	0	2,017	300	184
198	Portsmouth, Ohio	Alston Ellis	11,821	5-21	0	0	4,242	0	0	2,186	1,000	190
199	Sandusky, Ohio	W. J. White	15,838	5-21	0	0	5,900	0	0	2,685	1,000	193
200	Springfield, Ohio	Henry Ney Mertz	20,730	5-21	0	0	8,669	0	0	4,394	1,230	195
201	Stouenville, Ohio	J. W. Knott	12,093	5-21	0	0	4,198	0	0	2,489	640	197
202	Tiffin, Ohio	T. H. Crawford	7,579	5-21	0	0	2,936	0	0	1,347	640	190
203	Toledo, Ohio*	John W. Dowd	50,137	5-21	0	0	17,579	0	0	7,826	3,000	195
204	Portland, Ore	John Morrow	17,577	4-20	722	654	6,523	0	0	3,447	592	200
205	Allegheny, Pa.	L. B. Landis	78,082	5-21	0	0	29	0	0	10,781	1,500	183
206	Allentown, Pa.	D. S. Keith	19,710	5-21	0	0	84	0	0	3,785	2,000	194
207	Altoona, Pa.	George F. Stone	9,197	5-21	0	0	2,500	0	0	3,459	1,000	198
208	Bradford, Pa.	John J. Forbes	7,714	5-21	0	0	2,500	0	0	1,547	450	220
209	Carbondale, Pa.	Charles F. Foster	14,997	5-21	0	0	600	0	0	1,794	150	198
210	Chester, Pa.	B. G. Ames	8,312	5-21	0	0	2,500	0	0	2,680	700	196
211	Columbia, Pa*	M. C. Horine	8,346	5-21	0	0	1,515	0	0	1,709	176	194
212	Danville, Pa*	William W. Cottingham	11,924	5-21	0	0	103	0	0	2,311	120	218
213	Easton, Pa.	H. S. Jones	27,737	5-21	0	0	258	0	0	4,658	2,000	195
214	Erie, Pa*	L. O. Foote	30,762	5-21	0	0	6,319	0	0	6,121	800	220
215	Harrisburg, Pa.	T. B. Johnston	8,380	5-21	0	0	2,135	0	0	1,695	500	176
216	Holmstown, Pa*	R. K. Buehrle	25,769	5-21	0	0	2,135	0	0	1,635	400	187
217	Lancaster, Pa.	J. T. Nitrager	8,778	5-21	0	0	2,135	0	0	1,760	300	176
218	Lebanon, Pa.	Charles W. Deane	8,912	5-21	0	0	2,135	0	0	1,700	210	180
219	McKeesport, Pa.	Henry R. Roth	8,960	5-21	0	0	2,135	0	0	1,660	400	176
220	Meadville, Pa.	S. B. Donaldson	8,418	5-21	0	0	2,135	0	0	1,336	200	170
221	New Castle, Pa.	John K. Gotwals	13,063	5-21	0	0	2,135	0	0	2,300	200	210
222	Norristown, Pa.	Jas. MacAlister	847,170	5-16	0	0	250,000	0	0	105,424	18,000	209
223	Philadelphia, Pa.	Geo. J. Luckey	156,589	5-21	0	0	250,000	0	0	25,369	200	205
224	Pittsburgh, Pa.	R. P. Patterson	13,553	5-21	0	0	250,000	0	0	2,811	200	200
225	Pottsville, Pa*	J. F. Valentine	43,278	5-21	0	0	250,000	0	0	6,806	750	220
226	Reading, Pa.	Joseph Koney	43,650	5-21	0	0	250,000	0	0	8,797	1,240	220
227	Scranton, Pa.	W. F. Harpel	8,184	5-21	0	0	250,000	0	0	1,817	420	181
228	Shamokin, Pa*											

* From Report of the Commissioner of Education for 1892-93.

a Estimated.

b In day schools only.

c For term ending December 22, 1892.

d These statistics are for the Kingston school district only.

e For the entire city.

f In 1881.

g Succeeded Hon. John Hancock, who furnished the above figures.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1883-'84, &c.—Continued.*

City.	Superintendent.	School population.				Number enrolled in public schools.				Estimated enrolment in private and parochial schools.	Number of school days in the year.		Number of days the schools were taught.
		Total population (census of 1880).	Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Years over 16 years of age.	Whole number—enrolment, exclusive of duplicate enrolments.		11	12	13
1	2	3	4	5	6	7	8	9	10	11	12	13	14
220 Shenandoah, Pa.	L. A. Freeman	10,147	6-21	0	2,500	3,300	0	41	2,358	...	186	179	159
221 Titusville, Pa.	R. M. Streeter	9,046	6-21	...	...	...	...	53	1,038	450	100	100	100
222 Wilkes-Barre, Pa.	A. W. Potter, principal third district	23,329	6-21	...	...	...	...	223	3,278	1,200	220	220	2185
223 Williamsport, Pa.	S. Fransean	18,554	6-21	...	64,868	6,068	0	263	3,278	1,200	139	139	185
224 York, Pa.	W. H. Shelley	15,950	6-21	...	...	...	0	68	2,458	410	200	130	...
225 Lincoln, R. I.	Rev. James H. Lyon	15,765	6-16	...	...	3,306	161	...	2,550	309	200	156	...
226 Newport, R. I.	George A. Littlefield	15,038	6-16	...	...	3,414	...	...	2,052	270	200	197	...
227 Pawtucket, R. I.	Alvin F. Pense	15,030	7-15	...	...	2,167	...	...	16,862	4,046	200	...	...
228 Providence, R. I.	Daniel Leach	104,837	6-16	...	...	3,736	...	...	2,062	72	...	...	...
229 Warwick, R. I.	J. Torrey Smith	12,164	6-16	...	...	...	...	...	2,062	72	...	...	...
230 Woonsocket, R. I.	Charles J. White	16,050	6-16	...	...	...	...	...	2,204	1,014	200	193	...
231 Charleston, S. C.	William Simons	49,954	6-16	...	...	...	...	...	1,403	150	179	174	...
232 Columbia, S. C.	D. B. Johnson	10,036	6-16	...	...	2,100	...	...	2,341	270	140	163	...
233 Chattanooga, Tenn.	H. D. Wyatt	12,832	6-21	...	...	3,323	...	...	2,341	270	200	190	...
234 Knoxville, Tenn.	Albert Smith	9,093	6-21	0	1,078	4,343	0	...	2,797	270	175	167	...
235 Memphis, Tenn.	Charles H. Collier	33,392	6-21	...	...	13,163	...	153	4,326	560	193	187	...
236 Nashville, Tenn.	S. Y. Caldwell	43,350	6-21	...	4,539	13,476	0	793	6,458	1,200	190	184	...
237 Galveston, Tex.	W. M. Crow	22,248	6-18	...	1,000	6,000	...	200	1,097	460	180	180	...
238 Houston, Tex.	W. H. Foutte	16,513	6-18	...	...	3,273	...	...	1,690	1,000	405	400	...
239 Burlington, Vt.	H. O. Wheeler	11,365	6-30	352	1,048	3,258	38	29	1,717	...	212	212	...
240 Alexandria, Va.	W. F. Carne	13,629	6-21	152	4,952	4,952	...	...	1,200	306	200	198	...
241 Danville, Va.	H. C. Slaughter	7,525	6-21	135	518	2,394	0	170	2,189	350	188	196	...
242 Lynchburg, Va.	E. C. Glass	21,959	6-21	337	3,371	4,307	8	110	2,684	2,447	151	191	...
243 Norfolk, Va.	R. G. Banks	21,959	6-21	...	...	6,993	...	...	2,684	...	...	...	...
244 Portsmouth, Va.	E. B. Branch	21,636	6-21	908	607	9,210	...	...	1,116	810	293	293	...
245 Richmond, Va.	G. F. Edwards	11,300	6-21	1,557	5,437	21,558	...	...	2,155	1,607	155	154	...
246 Wheeling, W. Va.	E. M. Garnett	36,600	6-21	...	...	...	...	...	2,155	1,607	155	154	...
247 Appleton, Wis.	John M. Birch	36,737	6-21	...	...	...	...	...	2,155	1,607	155	154	...
248 Fond du Lac, Wis.	A. B. Whitman	8,063	4-20	1,026	751	3,733	407	90	2,076	414	180	176	...
249	Charles A. Hutchins	13,094	4-20	...	...	5,638	...	...	2,076	500	...	...	...

259	Janesville, Wis.....	R. W. Burton.....	9, 018	4-20	889	1, 202	3, 642	99	263	1, 645	250	130	186
260	La Crosse, Wis.....	Albert Hardy.....	14, 505	4-20	.....	.....	5, 687	.....	.....	2, 942	500	500	184
261	Milwaukee, Wis.....	William E. Anderson.....	115, 587	4-20	.....	.....	45, 931	.....	.....	19, 027	11, 070	200	198
262	Oshkosh, Wis.....	H. B. Dale.....	15, 748	4-20	.....	.....	6, 516	.....	.....	2, 343	200	200	200
263	Racine, Wis.....	H. G. Winslow.....	16, 031	4-20	.....	.....	7, 275	.....	.....	2, 792	1, 133	230	200
264	Watertown, Wis.....	C. F. Viebahn.....	7, 883	4-20	.....	.....	3, 361	.....	.....	1, 134	1, 800	200	198
265	Georgetown, D. C.*.....	J. Ormond Wilson.....	108, 638	96-17	.....	1, 863	27, 142	0	467	17, 306	5, 000	198	186
266	Washington, D. C.*.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1882-'83.

a Estimated.

b Average duration of school in days.

c In day schools only.

d These statistics are from a return for the year ending December 31, 1882.

e In high and grammar schools; for intermediate and primary these figures are respectively 180 and 175.

f These statistics are for white schools only; for those in which colored schools are included, see Table I.

Inclusive.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1883-'84, &c.—Continued.*

City.	Number of school buildings for—								Number of sittings for study in—						Number of teachers in—							
	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.		Private and paro- chial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.	
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Male.	Female.	Male.	Female.	Male.	Female.
1 Little Rock, Ark						12								1,617			30	31	32	33	34	35
2 Los Angeles, Cal						14								2,435								
3 Oakland, Cal	11	6	1			18			4,070	2,496	337			6,963				76	6	45	4	5
4 Sacramento, Cal	11	2	1			13																
5 San Francisco, Cal*	51	16	3			70																
6 San José, Cal	(3)		1			7	5	12														
7 Stockton, Cal																						
8 Denver, Colo. (5 of city)						11								3,867				21	5	11	3	2
9 Bridgeport, Conn*						14								4,364				684	2		1	4
10 Danbury, Conn*						9								2,443								
11 Derby, Conn																						
12 Greenwich, Conn*						16								6,365								
13 Hartford, Conn*						12			1,900	1,009	102			3,011								
14 Meriden, Conn						6			1,562	273	156			2,691				10	6	3	3	
15 Middletown, Conn <i>b</i>	8	2	1			9								2,500								
16 New Britain, Conn								11						10,875								
17 New Haven, Conn						36								2,000								
18 New London, Conn	26	9	1			10																
19 Norwich, Conn						11																
20 Norwalk, Conn						23																
21 Stamford, Conn*														4,227								
22 Waterbury, Conn																						
23 Windham, Conn*																						
24 Wilmington, Del	(22)					22			(7,090)					7,090			61	6154				
25 Key West, Fla <i>c</i>						6																
26 Atlanta, Ga						21								6,000				69	69	2	3	
27 Columbus, Ga						7			907	379	128			1,414		0	17	2	7	3		
28 Macon, Ga						7																
29 Savannah, Ga						5								3,000			33	4	17	3	2	
30 Alton, Ill														1,319			14	9	1	1	1	

[illegible]

*From Report of the Commissioner of Education for 1882-'83.

a In primary and grammar schools.
c Including Monroe County.
f Includes all rural schools.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1883-'84, &c.—Continued.

City.	Number of school buildings for—								Number of sittings for study in—								Number of teachers in—															
	Primary schools.				Grammar schools.				High schools.				City normal schools.				Evening schools.				All public schools.				Private and paro- chial schools.				All schools, public and private.			
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	Male.	Female.	Male.	Female.	Male.	Female.				
1																																
Biddeford, Me.*	22	3	1			26								1,835																		
Lewiston, Me.						29																										
Portland, Me.*	14	6	1			21			4,116	1,736	474			6,326																		
Rockland, Me.																																
Baltimore, Md.	38	21	4			63																										
Frederick, Md.*	84					10																										
Attleboro', Mass.*	85																															
Beverly, Mass.*	86																															
Boston, Mass.	100	51	8	1		160			25,128	31,846	3,484	100		60,558																		
Brookline, Mass.																																
Cambridge, Mass.*	21	8	1			30																										
Chelsea, Mass.																																
Chicopee, Mass.	2	2	6	1		10	3	13	900	430	120		80	4,000																		
Clinton, Mass.	9	2	1			12								1,590																		
Fall River, Mass.						38								9,363																		
Fitchburg, Mass.	(17)	1	0	0	18	0		13	(2,888)	190	196		50	3,128																		
Glochester, Mass.	9	12	1		22	2	24		1,998	1,960	196			4,154																		
Haverhill, Mass.*																																
Holyoke, Mass.	(13)		1	1		15	5	20	2,130	1,056	118			3,204																		
Lowell, Mass.	33	9	1	1		43	5	48																								
Lynn, Mass.	23	7	1		31	31	5	36	3,480	2,900	280			6,060																		
Malden, Mass.	6	6	3	1		10	2	12	(2,324)	120				2,444																		
Marlborough, Mass.						15								2,363																		
Milford, Mass.	6	12	1		19	2	21		750	1,475	189			2,414																		
Natick, Mass.*																																
New Bedford, Mass.*	103																															
Newburyport, Mass.*	104	3	1		24	5	29		63,300	1,600	400		150	5,450																		
Newton, Mass.	105													2,236																		
North Adams, Mass.	106	4	14	1	1	20			1,500	2,100	325		100	4,025																		
Northampton, Mass.	107	(12)				12								2,100																		
Peabody, Mass.	108					25			1,260	700	160	250	45	2,415																		
109		(6)	1			7								1,900																		

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1883-'84, &c.—Continued.*

City.	Number of school buildings for —										Number of sittings for study in —							Number of teachers in —							
	Primary schools.					High schools.					All public schools.					Private and paro- chial schools.					All schools, public and private.				
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35			
1																									
New Brunswick, N. J.	4	1	1			6			1,300	715	160			2,175				24	1	14	3	3			
Orange, N. J.	3	(1)				4			987	347	88			1,422				22		8	2	1			
Pateron, N. J.						12			6,397	1,758	170			8,325			(100)		(33)	7	(5)				
Plainfield, N. J.	2	1	1			11																			
Plattsburgh, N. J.						14																			
Trenton, N. J.	10	13	1	1		24								2,632				11							
Albany, N. Y.	8	8	1			12	3	15	2,097	1,100	270			11,906											
Albany, N. Y.	3	6	1			10			2,224	805	187			3,407	1,200	4,967	42								
Binghamton, N. Y.	8					10			39,760	22,365	608			3,216			42								
Brooklyn, N. Y.						43								67,712											
Buffalo, N. Y.									1,647	980	66		418	61,983			31								
Cohoes, N. Y.						8			2,940	1,435	160			63,825	700	4,525	40	4	31	2	2				
Elmira, N. Y.	2	5	1			6	3	9	780	300	130			1,704			12	1	13	2	3	3			
Hudson, N. Y.	4	1	1			6	1	7	992	580	133			1,735			0	14	4	8	3	3			
Ithaca, N. Y.						5								2,667			19		18	4	3	0			
Kingston, N. Y.						7			1,134	1,275	268			2,870	248	3,118	0	32	2	21	0				
Lockport, N. Y.	5	1	1			13	8	21	1,740	1,100	30	0	0												
Long Island City, N. Y.	7	5	1	0																					
Newburgh, N. Y.	170																								
New York, N. Y.	171																								
New York, N. Y.	172																								
New York, N. Y.	173								91,984	58,140				150,124			1,678	214	1,148	214	27	27			
Ogdensburg, N. Y.	174					129																			
Oswego, N. Y.	175					23	8	31	1,785	775	285	775		2,920	1,300	4,220	25		8	2	27				
Plattsburgh, N. Y.	176					7	2	9	1,010	286	88			1,384	100	1,484	18		8						
Poughkeepsie, N. Y.	177					20			1,478	949	218			2,641											
Rochester, N. Y.	178					27			7,294	3,935	452			11,681			200	11	81	5	4				
Rome, N. Y.	179					8			1,025	616	192			1,853											
Saratoga Springs, N. Y.	180																								
Schenectady, N. Y.	181					10																			
Schenectady, N. Y.	182					23			4,778	3,324	413	10		8,525			100	5	72	4	8				
Syracuse, N. Y.	183					14																			
Troy, N. Y.	184					18	4	22	3,918	724	192			4,894			110	1	17	5	3				
Utica, N. Y.																									

	Watertown, N. Y.	(8)	1	9	880	600	300	1,780	0	27	0	17	2	6
185	Watertown, N. Y.													
186	Yonkers, N. Y.			6	2,279	836	180	3,325	0	37	0	10	1	4
187	Akron, Ohio	9	2	12	2,024	630	93	2,753	4	33	6	7	2	3
188	Canton, Ohio*			5	1,141	630	135	1,916		29	1	19	2	3
189	Chillicothe, Ohio*	(4)	1	49	2,211	6,209	1,465	38,952	65	56	430	84	17	18
190	Cincinnati, Ohio	43	4	27	5,649	2,825	486	8,975	24	3	102	4	65	10
191	Columbus, Ohio	8	13	15	4,030	2,000	340	6,769	3	70	9	34	5	3
192	Dayton, Ohio*	(4)	1	8	800	300	100	1,000						
193	Detroit, Ohio	6	2	5	1,383	600	133	2,116	3	23	5	5		4
194	Hamilton, Ohio			5	1,200	600	100	1,900						
195	Lancaster, Ohio			5	1,500	400	110	2,010						
196	Lima, Ohio			6	1,109	750	130	1,980						
197	Newark, Ohio			3										
198	Portsmouth, Ohio	(5)	1	6	2,100	600	150	2,850	0	21	2	10	1	3
199	Sandusky, Ohio	8	1	10				4,383	3,700	49	12	21	3	1
200	Springfield, Ohio			13				1,440		16	2	10	1	3
201	Steubenville, Ohio			6				3,150		41	3	13	2	4
202	Tiffin, Ohio			5	800	530	130	3,447		35	10	10	2	2
203	Toledo, Ohio*			6	1,000	1,000	250	2,356	2	60	4	37	3	3
204	Portland, Oreg			20	2,354	1,025	116	5,870	12	67	11	14	4	7
205	Allegheny, Pa.			10	2,640	709	98							
206	Allentown, Pa.			4				1,449						
207	Altoona, Pa.			1	840	500	100	2,356						
208	Bradford, Pa.			8										
209	Carbondale, Pa.			3										
210	Chester, Pa.			10										
211	Columbia, Pa.*			8										
212	Danville, Pa.*			3										
213	Easton, Pa.			10	1,711	660	154			19	1	1		2
214	Erie, Pa.*			16				2,525						
215	Harrisburg, Pa.			23	4,401	1,187	282	4,800		60	4	37	3	3
216	Johnstown, Pa.*			9				5,870		12	67	11	14	4
217	Lancaster, Pa.	(24)	1	25										
218	Lebanon, Pa.			8										
219	McKeesport, Pa.			4	950	550	60	1,560		40	5	21	2	4
220	Meadville, Pa.			5				350	1,910	17	1	10	1	1
221	New Castle, Pa.	(4)	1	5				1,900	0	15	0	17	0	5
222	Norristown, Pa.	2	3	6	900	800	60	1,730	500	18	4	9		3
223	Philadelphia, Pa.	198	37	1	1,300	800	300	2,400		23	4	13	1	3
224	Pittsburgh, Pa.	(54)	1	284						1,794	63	278	20	10
225	Pottsville, Pa.*			56						339	432	11		
226	Reading, Pa.			13				2,500						
227	Scranton, Pa.			26				7,730						
228	Shamokin, Pa.			30	5,302	2,366	248	7,936		4	119	13	45	2
229	Shenandoah, Pa.	5	1	6	1,100	700	60	450		2	14	5	5	2
230	Titusville, Pa.			5	1,544	336	110	2,010		0	19	2	4	2
231	Wilkes-Barre, Pa.			4				1,632						

* From Report of the Commissioner of Education for 1882-'83.

a Exclusive of those for evening schools, which are apparently the same as those used for day schools.

b Includes superintendent and teacher of music.

c Exclusive of 900 in building not used.

d These statistics are for the Kingston school district only.

e Teachers in corporate schools.

f For unclassified school.

g Day school buildings used for evening schools.

h Estimated.

i In primary and grammar schools.

TABLE 11.—*School statistics of cities containing 7,500 inhabitants and over for 1883-'84, &c.—Continued.*

City.	Number of school buildings for —										Number of sittings for study in —						Number of teachers in —					
	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.		Private and paro- chial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.	
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
1																						
Williamsport, Pa.	13	11	1			25			1,725	1,645	145			3,515			1	28	10	25	1	3
York, Pa.	8	2	1			11	3	14	1,800	650	200			2,650	350	3,000						
Lincoln, R. I.	234																					
Newport, R. I.	235																					
Pawtucket, R. I.	236	6	4	1	0	1	12		1,400	822	165	0	60	2,447			0	24	3	15	3	2
Providence, R. I.	237	(17)				18			(3,206)		198			3,404				42	4	7	1	3
Warwick, R. I.	238																					
Woonsocket, R. I.	239					18			1,350	400	100			1,608				27	3	5	2	1
Charleston, S. C.	240	6	6	5	1	18	4	13						1,850	600	2,450		40	28	8	27	
Columbia, S. C.	241					8								857								
Chattanooga, Tenn.	242					7																
Knoxville, Tenn.	243	1	5	2		8	5	13	750	940	115			1,805	300	2,105	5	10	6	18	2	3
Memphis, Tenn.	244					12																
Nashville, Tenn.	245	5	7	1		13	10	23	4,300	1,400	700			6,000	1,500	7,500	6	55	8	28	5	3
Galveston, Tex.	246	8	1			9			2,500					2,500								
Houston, Tex.	247					13			1,700	500	100			1,800			3	11	3	10	2	1
Burlington, Vt.	248																					
Alexandria, Va.	(5)					5			(1,800)					1,800								
Danville, Va.	250					2			1,200					1,200								
Lynchburg, Va.	251					6			1,200					1,600			19	5	6	3	1	
Norfolk, Va.	252	1	6			7																
Petersburg, Va.	253					9																
Portsmouth, Va.	254					3								1,100			2					
Richmond, Va.	255													7,201			68	24	45	4	18	
Wheeling, W. Va.*	256	(12)		2		14			2,700	2,300	490	0	0	5,550	61,000	66,550	0	46	1	29	5	17
Wilmington, W. Va.*	257					8	4	12						2,300			12	1	17	6	3	
Appleton, Wis.	258	5	1	1		8			1,804	716	280			2,800								
Fond du Lac, Wis.	259	15	1			17																
Janesville, Wis.	260	3	2	1		6																
La Crosse, Wis.	261	8	4	1		13								2,084								
Milwaukee, Wis.	(14)					27	52	79	12,103	2,987	300	25		15,415			9	177	7	49	5	5

262	Oshkosh, Wis.	2	6	1	0	0	9	17	2,050	450	300	25	0	2,700	1,100	3,800	1	23	6	29	1	4
263	Racine, Wis.	1	6	1	1	1	8	9	2,700	300	190	25	0	1,100	1,100	3,800	1	27	5	8	3	1
264	Watertown, Wis.						5			300	190						13	13	2	6	2	1
265	Georgetown, D. C.*						54		9,001	5,262	204			14,552			0	169	16	96	4	5
266	Washington, D. C.*																					

* From Report of the Commissioner of Education for 1882-'83.

a From a return for the year ending December 31, 1882.

b Estimated.

c Also used for primary school.

d These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1883-'84, &c.—Continued.*

City.	Number of teachers in —						Number of scholars in —															
	City normal schools.		Evening schools.		All public schools.		Private and parochial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	
1	36	37	38	39	40	41	42	43			44	45	46	47	48	49	50	51	52	53	54	55
Angusta, Mo.					28	335					1,627		1,105		188						1,239	c945
Bangor, Me.					3	83															2,920	
Bath, Me.				2	4	32															1,950	
Biddisford, Me.*					8	30															1,874	1,282
Boston, Mass.					3	54															2,736	1,706
Lewiston, Me.					211	128					4,718	3,065	1,593	1,062	424	285					6,737	4,412
Portland, Me.	64																				1,302	
Rockland, Me.					3	29															737,546	31,001
Baltimore, Md.					80	768					722,869	17,247	713,022	12,883	71,655	1,521					1,055	1,760
Fredrick, Md.*					3	14															2,082	1,351
Attleboro, Mass.					5	57									69						1,421	1,114
Beverly, Mass.*					2	32									131						958,649	451,477
Boston, Mass.	1	3	56	50	198	21,009					923,852	20,452	929,254	26,571	92,294	2,101	9101	83	93,148	2,147	958,649	451,477
Brookline, Mass.					3	36															1,012	1,275
Cambridge, Mass.*					213	187									460	403					9,385	7,231
Chelsea, Mass.			2		7	91					1,456	616	375	249	99	57					4,582	3,247
Chicopee, Mass.					2	34															2,027	922
Chilton, Mass.					2	29															1,657	1,351
Fall River, Mass.					(227)																11,677	7,284
Fitchburg, Mass.	0	0	1	1	49	1,250			950	1,387	1,012	204	132		204	132	0	0	1,244	558	2,981	2,159
Gloucester, Mass.					4	92	3	99	2,005	1,504	1,899	1,676	185	103	185	103					4,089	3,443
Haverhill, Mass.					5	78									161						3,420	2,406
Holyoke, Mass.			8	10	16	65	23	109	2,628	1,541	1,031	641	109	99							3,420	2,406
Lowell, Mass.			6	10	16	212	30	258	3,442	2,726	2,543	2,543	339	320							2,869	6,339
Lynn, Mass.			10	25	20	139	10	169	3,472	2,611	2,692	2,142	212	218							6,336	5,238
Malden, Mass.			2	3	4	55			72,112						115						2,227	1,663
Marlborough, Mass.					2	45															2,218	1,663
Milford, Mass.					2	37															2,218	1,663
Natick, Mass.*					4	44															1,709	1,315
New Bedford, Mass.			3	5	210	2,115			42,931	195	1,251		263								1,709	1,315
Newburyport, Mass.*					6	36									150						2,216	c1,565

	(8)	(101)	33,691	1,466	574	1,168	311	250	100	50	2,954
106 Newton, Mass.....	3	57	1,822	1,466	574	1,168	311	250	100	50	2,954
107 North Adams, Mass.....	5	67	1,822	1,466	574	1,168	311	250	100	50	2,954
108 Northampton, Mass.....	3	45	1,822	1,466	574	1,168	311	250	100	50	2,954
109 Peabody, Mass.....	4	36	1,822	1,466	574	1,168	311	250	100	50	2,954
110 Pittsfield, Mass.....	4	62	1,822	1,466	574	1,168	311	250	100	50	2,954
111 Salem, Mass.....	6	88	1,822	1,466	574	1,168	311	250	100	50	2,954
112 Somerville, Mass.....	9	94	1,822	1,466	574	1,168	311	250	100	50	2,954
113 Springfield, Mass.....	12	112	14	327	2,538	1,533	322	363	650	305	3,720
114 Taunton, Mass.....	7	7	5	2,456	1,421	1,698	151	133	325	210	3,720
115 Waltham, Mass.....	13	74	5	1,450	1,421	1,698	151	133	325	210	3,720
116 Westfield, Mass.....	2	5	5	936	579	791	140	127	140	127	1,123
117 Westport, Mass.....	7	40	2	55	579	791	140	127	140	127	1,123
118 Worcester, Mass.....	3	6	1	64	579	791	140	127	140	127	1,123
119 Wrentham, Mass.....	20	219	6,537	5,030	4,585	3,694	672	448	1,446	974	1,854
120 Adrian, Mich.....	7	31	819	512	477	344	150	118	1,446	974	1,854
121 Ann Arbor, Mich.....	7	31	931	641	569	378	505	435	1,446	974	1,854
122 Detroit, Mich.....	215	282	13,140	8,462	5,029	3,406	745	520	1,446	974	1,854
123 East Saginaw, Mich.....	0	0	2,635	2,036	920	835	235	195	0	0	3,840
124 Flint, Mich.....	3	36	4	696	920	835	235	195	0	0	3,840
125 Grand Rapids, Mich.....	7	90	4,100	2,513	1,964	1,337	275	175	0	0	3,840
126 Jackson, Mich.....	1	1	1,165	694	751	554	107	78	0	0	3,840
127 Jackson, District No. 17, Mich.....	1	20	1,124	539	330	169	53	23	0	0	3,840
128 Muskegon, Mich.....	4	51	1,621	539	330	169	53	23	0	0	3,840
129 Port Huron, Mich.....	2	26	1,621	539	330	169	53	23	0	0	3,840
130 Saginaw, Mich.....	3	36	1,675	1,139	501	340	124	85	928	313	1,941
131 Minneapolis, Minn.....	12	1	4,272	2,078	2,136	1,339	204	175	135	100	2,309
132 St. Paul, Minn.....	2	36	929	458	458	70	70	70	852	251	1,534
133 Winona, Minn.....	12	1	929	458	458	70	70	70	852	251	1,534
134 Vicksburg, Miss.....	4	17	929	458	458	70	70	70	852	251	1,534
135 Hamlet, Mo.....	5	29	929	458	458	70	70	70	852	251	1,534
136 Kansas City, Mo.....	18	119	2,929	1,908	1,648	1,171	185	144	1,320	1,120	1,815
137 St. Joseph, Mo.....	210	268	42,925	27,482	9,887	7,852	680	564	1,320	1,120	1,815
138 St. Louis, Mo.....	118	929	42,925	27,482	9,887	7,852	680	564	1,320	1,120	1,815
139 Sedalia, Mo.....	6	25	38	4	38	4	4	4	3,300	1,655	9,723
140 Lincoln, Neb.....	3	31	4	38	4	38	4	4	3,300	1,655	9,723
141 Omaha, Neb.....	7	76	4,001	2,733	1,131	753	139	104	2,404	1,800	3,610
142 Virginia City, Nev.....	2	24	4,001	2,733	1,131	753	139	104	2,404	1,800	3,610
143 Concord, N. H.....	8	76	4,001	2,733	1,131	753	139	104	2,404	1,800	3,610
144 Dover, N. H.....	2	41	50	61,688	6870	561	403	126	125	40	2,519
145 Manchester, N. H.....	29	976	2,197	1,872	1,665	810	169	153	500	350	4,434
146 Nashua, N. H.....	6	65	1,699	1,105	1,466	377	177	160	542	323	2,754
147 Portsmouth, N. H.....	4	31	1,699	1,105	1,466	377	177	160	542	323	2,754
148 Bayonne, N. J.....	4	29	1,699	1,105	1,466	377	177	160	542	323	2,754
149 Bridgeton, N. J.....	4	24	1,699	1,105	1,466	377	177	160	542	323	2,754
150 Camden, N. J.....	7	132	1,699	1,105	1,466	377	177	160	542	323	2,754

* From Report of the Commissioner of Education for 1882-'83.
a Number of males employed in winter.
b Number of females employed in summer.
c For the summer term.
d In Portland School for the Deaf.
e Includes special teachers.
f Number on roll November 20, 1883.
g Average number belonging February, 1884.
h Including Horace Mann School for the Deaf.
i There was also an evening drawing school in which there were 186 pupils under 7 teachers.
j In primary and grammar grades.
k Includes conary and mill schools.
l In ungraded schools.
m Enrollment of 695 in the night school.
n Average attendance in night school is 263.
o Including ungraded schools.
p Principal assisted by teachers; one acting as head teacher in each of four rooms.
q Average whole number.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1883-'84, &c. — Continued.*

City.	Number of scholars in —				Average daily attendance per teacher, excluding special teachers, in —								Average annual salaries of —					
	Private and parochial schools.		All schools, public and private.		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Principals in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.									Male.	Female.	Male.	Female.	Male.	Female.
1	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73
1 Little Rock, Ark.....										50	\$1,500	\$150	\$950	\$720	\$1,035			\$450
2 Los Angeles, Cal.....										45	1,800	1,200	1,000	900	1,000			730
3 Oakland, Cal.....											2,400	1,200	1,800	1,272	1,800			900
4 Sacramento, Cal.....											\$225	3,000	\$115	\$100	\$170	\$100		\$75
5 San Francisco, Cal*.....	600	400	3,425	2,312	53	42	38		33	42	4,000	3,000	1,200	\$128	\$189	\$175		\$78
6 San José, Cal.....											1,500	0	1,200	\$128	1,200		\$730	715
7 Stockton, Cal.....											900	\$550		\$360	\$1,500			900
8 Denver, Colo. (3 of city).....																		
9 Bridgeport, Conn*.....																		
10 Danbury, Conn*.....																		
11 Derby, Conn.....																		
12 Greenwich, Conn*.....																		
13 Hartford, Conn*.....										35	700		1,200	\$250	1,200	\$600		\$500
14 Meriden, Conn.....											\$800			\$498			454	
15 Middletown, Conn.&.....										37	\$300			400		700	482	
16 New Britain, Conn.....										37	2,700			675	2,150	950		538
17 New Haven, Conn.....																		
18 New London, Conn.....																		
19 Norwalk, Conn.....																		
20 Norwich, Conn.....																		
21 Stamford, Conn.....																		
22 Waterbury, Conn.....																		
23 Windham, Conn*.....																		
24 Wilmington, Del.....																		
25 Key West, Fla.&.....						37			15		\$1,000					730		406
26 Atlanta, Ga.....										65	2,000			500	1,410		450	550
27 Columbus, Ga.....	44	38	36								1,800				1,128	50		500
28 Macon, Ga.....										40	2,000			360				405
29 Savannah, Ga.....											2,800			525	1,400	500		630

20	Alton, Ill.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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* From Report of the Commissioner of Education for 1882-'83. *e* These statistics are for the Middletown City school district only.

f Average annual salary of assistants in primary schools.
g Including Monroe County.

d Salary of secretary.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1883-'84, &c.—Continued.*

City.	Number of scholars in —				Average daily attendance per teacher, excluding special teachers, in —							Average annual salaries of —							
	Private and parochial schools.		All schools, public and private.		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Principals in primary schools.		Principals in grammar schools.		Assistants in grammar schools.		
	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.									Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
					56	57	58	59	60	61	62	63											64	65	66	67	68	69	70	71	72	73
1																			
75	Auburn, Me.											\$1,500		\$240			\$500		\$396
76	Augusta, Me.																		
77	Bangor, Me.																		
78	Bath, Me.											\$400							
79	Biddeford, Me.					30	33	20			1,300								
80	Lewiston, Me.					37	40	22		48	\$1,500								
81	Portland, Me.					48	37	27		38	2,350								
82	Rockland, Me.										6300								
83	Baltimore, Md.					38	36	31		37	2,500	2,000							
84	Frederick, Md.																		
85	Attleboro', Mass.																		
86	Beverly, Mass.																		
87	Boston, Mass.										4,200	\$3,780							
88	Brookline, Mass.										2,500								
89	Cambridge, Mass.										\$2,700								
90	Chelsea, Mass.									45	2,000								
91	Chicopee, Mass.									23	\$1,600	400							
92	Clinton, Mass.										1,600								
93	Fall River, Mass.					41	37	26		32	1,933								
94	Fitchburg, Mass.					35	37	33		36	\$2,100								
95	Gloucester, Mass.																		
96	Haverhill, Mass.																		
97	Holyoke, Mass.	2,235	1,310	6,522	3,776	40	34	20		12	1,600								
98	Lowell, Mass.					43	36	33		10	\$2,400								
99	Lynn, Mass.	625	425	7,544	5,823	45	39	28		12	\$2,250								
100	Malden, Mass.										2,000								
101	Marblehead, Mass.									31									
102	Milford, Mass.									35									
103	Natick, Mass.										1,500								
104	New Bedford, Mass.									27	\$2,000								

181	Schenectady, N. Y.	1, 526	11, 262	43	32	27	10	2, 000	600	1, 500	700	443
182	Syracuse, N. Y.	1, 050	6, 704	52	37	42	21	2, 500	500	1, 800	600	475
183	Troy, N. Y.	1, 050	6, 704	52	37	42	21	2, 500	500	1, 800	600	475
184	Utica, N. Y.	1, 050	6, 704	52	37	42	21	2, 500	500	1, 800	600	475
185	Watertown, N. Y.	1, 050	6, 704	52	37	42	21	2, 500	500	1, 800	600	475
186	Yonkers, N. Y.	788	4, 370	49	47	35	40	2, 000	550	675	675	375
187	Akron, Ohio	788	4, 370	49	47	35	40	2, 000	550	675	675	375
188	Canton, Ohio*	1, 820	11, 259	44	29	29	12	3, 000	800	1, 000	1, 000	420
189	Chillicothe, Ohio*	1, 820	11, 259	44	29	29	12	3, 000	800	1, 000	1, 000	420
190	Cincinnati, Ohio	1, 820	11, 259	44	29	29	12	3, 000	800	1, 000	1, 000	420
191	Columbus, Ohio	1, 820	11, 259	44	29	29	12	3, 000	800	1, 000	1, 000	420
192	Dayton, Ohio*	1, 820	11, 259	44	29	29	12	3, 000	800	1, 000	1, 000	420
193	Fremont, Ohio	400	1, 489	41	48	30	43	1, 850	350	825	550	600
194	Hamilton, Ohio	1, 100	800	41	48	30	43	1, 850	350	825	550	600
195	Ironton, Ohio	1, 100	800	41	48	30	43	1, 850	350	825	550	600
196	Lima, Ohio	196	196	47	42	42	46	1, 500	450	825	650	637
197	Newark, Ohio	196	196	47	42	42	46	1, 500	450	825	650	637
198	Portsmouth, Ohio	196	196	47	42	42	46	1, 500	450	825	650	637
199	Sandusky, Ohio	1, 000	750	42	40	27	38	1, 500	540	1, 100	600	545
200	Springfield, Ohio	1, 000	750	42	40	27	38	1, 500	540	1, 100	600	545
201	Steubenville, Ohio	201	201	48	38	26	43	1, 750	470	925	550	575
202	Tiffin, Ohio	202	202	42	35	27	38	1, 800	490	950	495	447
203	Toledo, Ohio*	203	203	44	37	24	41	1, 750	470	925	550	575
204	Portland, Oreg	204	204	44	37	24	41	1, 750	470	925	550	575
205	Albany, Pa.	205	205	45	41	27	45	1, 200	637	655	639	6575
206	Altoona, Pa.	206	206	57	41	27	51	1, 200	637	655	639	6575
207	Bradford, Pa.	207	207	57	41	27	51	1, 200	637	655	639	6575
208	Carlisle, Pa.	208	208	57	41	27	51	1, 200	637	655	639	6575
209	Chester, Pa.	209	209	57	41	27	51	1, 200	637	655	639	6575
210	Columbia, Pa.*	210	210	57	41	27	51	1, 200	637	655	639	6575
211	Danville, Pa.*	211	211	57	41	27	51	1, 200	637	655	639	6575
212	Easton, Pa.	212	212	57	41	27	51	1, 200	637	655	639	6575
213	Easton, Pa.	213	213	57	41	27	51	1, 200	637	655	639	6575
214	Easton, Pa.	214	214	57	41	27	51	1, 200	637	655	639	6575
215	Harrisburg, Pa.	215	215	57	41	27	51	1, 200	637	655	639	6575
216	Johnstown, Pa.*	216	216	57	41	27	51	1, 200	637	655	639	6575
217	Lancaster, Pa.	217	217	57	41	27	51	1, 200	637	655	639	6575
218	Lebanon, Pa.	218	218	57	41	27	51	1, 200	637	655	639	6575
219	McKeesport, Pa.	219	219	57	41	27	51	1, 200	637	655	639	6575
220	Meadville, Pa.	220	220	57	41	27	51	1, 200	637	655	639	6575
221	New Castle, Pa.	221	221	57	41	27	51	1, 200	637	655	639	6575
222	Norristown, Pa.	222	222	57	41	27	51	1, 200	637	655	639	6575
223	Philadelphia, Pa.	18, 000	123, 424	115, 364	37	37	38	1, 500	320	6400	370	485
								5, 000	700	1, 595	1, 000	470

* From Report of the Commissioner of Education for 1883-'83. f For day schools only.

a These are maximum salaries.

b Monthly salaries.

c The city superintendent is principal of all public schools.

d Salary of vice principals.

e The city superintendent is also principal of the high and grammar schools.

g The city superintendent is also principal of the high school.

h Grammar and primary schools are under the direction of the principals of the grammar department.

i These statistics are for the Kingston school district only.

j Salary of male assistant; salary of female assistant, \$310.

k Salary of teachers in primary schools.

l Estimated.

m For male assistant; female assistant receives \$1,800.

n Salary of principals in secondary schools, \$555.

253	Petersburg, Va.	11,970	10,475	27,016	24,016	55	42	26	22	18	43	3,000	400	21,115	500	332	395
254	Portsmouth, Va.											2,000	1,035	1,035	500	332	395
255	Richmond, Va.											1,100	1,035	1,035	500	332	395
256	Wheeling, W. Va.*											400	405	700	475	670	400
257	Appleton, Wis.											500	550	550	500	670	400
258	Fond du Lac, Wis.											1,500	275	280	280	375	375
259	Janesville, Wis.											350	400	400	280	375	375
260	La Crosse, Wis.											3,000	(820)	1,500	475	670	400
261	Milwaukee, Wis.											3,000	400	400	475	670	400
262	Oshkosh, Wis.											1,200	400	400	475	670	400
263	Racine, Wis.											1,200	375	375	800	375	375
264	Watertown, Wis.											1,600	350	350	800	375	375
265	Georgetown, D. C.*g											2,430	1,650	1,650	745	250	250
266	Washington, D. C.*g											2,430	1,650	1,650	745	250	250

* From Report of the Commissioner of Education for 1882-83.

a Monthly salaries.

b These are maximum salaries.

c Salary of secretary.

d These statistics are from a return for the year ending December 31, 1882.

e Salary of assistant in primary and grammar schools.

f The city superintendent is also principal of the high school.

g The statistics of attendance here given are for white schools of Georgetown and Washington only; the financial statistics are for all the schools, white and colored, of the District of Columbia.

81	Belleville, Ill.	1, 100	c85	1, 700	1, 700	g1, 700	25, 000 (223, 014)	90, 000	7, 000	2, 500	124, 500
82	Bloomington, Ill.	2, 400	1, 890				1, 166, 475	2, 416, 250	18, 673	1, 170	212, 907
83	Chicago, Ill.	1, 105	855				22, 000	83, 000	114, 575	6, 000	3, 703, 300
84	Decatur, Ill.	1, 300	600				21, 800	59, 500	10, 000	1, 000	116, 000
85	Elgin, Ill.	1, 400	c43			eg45	18, 000	60, 000	6, 270	700	88, 250
36	Freeport, Ill.	ad50	800			600	20, 000	100, 000	5, 000	150	83, 150
37	Galesburg, Ill.	1, 000	525				107, 000	19, 600	7, 000	150	127, 150
38	Joliet, Ill.								10, 200	500	137, 300
39	Moline, Ill.										
40	Ottawa, Ill.					600					
41	Peoria, Ill.							(60, 000)		120	60, 130
42	Quincy, Ill.	1, 500	705				75, 000	125, 000	10, 000	61, 640	211, 640
43	Rockford, Ill.	1, 200	700				71, 784	66, 000	7, 000	500	145, 284
44	Rock Island, Ill.	ad1, 200	ad70			ad40	30, 000	62, 000	6, 800	1, 200	100, 000
45	Springfield, Ill.	1, 350	720				50, 000	150, 000	3, 000	1, 000	204, 000
46	Fort Wayne, Ind.	ad1, 500	ad1, 200			1, 200	60, 000	152, 250	18, 000	7, 000	237, 250
47	Indianapolis, Ind.	1, 080	990			700	346, 347	602, 672	72, 683	2, 000	1, 024, 102
48	Jeffersonville, Ind.	1, 425	1, 000				9, 200	62, 500	1, 100	245	79, 445
49	La Fayette, Ind.	ad1, 000	c50			ad600	30, 000	150, 000	20, 000	3, 000	202, 000
50	Logansport, Ind.	743	575			775	28, 000	119, 000	7, 000	1, 000	146, 000
51	Madison, Ind.	c133	485			ad800	12, 000	53, 500	15, 000	500	81, 090
52	New Albany, Ind.	ad1, 080	ad1, 000			1, 000	50, 000	100, 000	7, 500	500	184, 000
53	Richmond, Ind.	1, 200	550				46, 000	90, 000	8, 000	3, 000	153, 000
54	South Bend, Ind.	1, 350	750				(135, 500)	30, 000	6, 000	1, 500	145, 000
55	Terre Haute, Ind.	800	650			550	40, 000	90, 000	12, 000	500	44, 500
56	Vincennes, Ind.	c80	685				17, 000	68, 000	3, 000	500	90, 500
57	Cedar Rapids, Iowa.	1, 000	650			800	132, 300	10, 000	2, 000	144, 300	
58	Clinton, Iowa.	1, 300	700			300	64, 000	200, 000	26, 000	1, 200	291, 200
59	Council Bluffs, Iowa.	ad1, 800	ad1, 800				40, 000	200, 000	7, 000	500	247, 500
60	Davenport, Iowa.	1, 200	500								
61	Des Moines (west side), Iowa.*	1, 300	500								
62	Dubuque, Iowa.	1, 200	500								
63	Keokuk, Iowa.	ad1, 800	ad1, 800								
64	Mason City, Iowa.	1, 200	500								
65	Osceola, Iowa.	ad1, 000	ad1, 000								
66	Clinton, Kans.	ad1, 000	ad1, 000								
67	Lawrence, Kans.	ad1, 000	ad1, 000								
68	Leavenworth, Kans.	1, 500	800								
69	Topeka, Kans.	1, 000	685								
70	Covington, Ky.*	1, 500	950								
71	Louisville, Ky.	2, 000	1, 228								
72	Newport, Ky.	ad60	700								
73	Patterson, Ky.*	ad1, 620	ad1, 620								
74	New Orleans, La.	1, 302	1, 050								

* From Report of the Commissioner of Education for 1892-'93.
 a These are maximum salaries.
 b Apparatus and libraries.
 c Monthly salaries.
 d There is a special teacher of French, receiving \$50 per month; also one of German, receiving \$100.
 e Exclusive of furniture.
 f These statistics are for the Middletown City school district.
 g For teacher of German.
 h Including Monroe County.
 i These figures are for the whole county.
 j For teacher of music and German.
 k Also special teacher of reading at a salary of \$1,000.
 l In addition to his salary as principal of a ward school.

105	Newburyport, Mass*	1,700	600	1,925	950	1,500	(890)	110,000	205,000	83,500	5,000	97,500
106	Newton, Mass	2,800			556	951		23,600	100,000	8,000	1,000	443,500
107	North Adams, Mass.	1,750			650	1,000		14,600	102,335	10,430	500	142,000
108	Northampton, Mass.	1,200			670	1,000		13,000	97,000	3,800	200	127,835
109	Peabody, Mass	1,400			500	1,000		13,400	57,500	10,000	25,000	116,000
110	Pittsfield, Mass	1,800				1,300						86,300
111	Salem, Mass*					1,000						362,072
112	Somerville, Mass	2,200			814	1,000		20,000	136,000	19,000	3,000	552,000
113	Springfield, Mass	2,700			700	1,000						220,000
114	Taunton, Mass	1,700			670	1,000						261,000
115	Waltham, Mass	1,800			670	1,000						
116	Westfield, Mass*											
117	Weymouth, Mass	1,200			430	1,000		15,000	120,000	7,500	1,000	143,500
118	Woburn, Mass	2,100			625	1,000		231,388	608,600	52,329	9,895	960,210
119	Worcester, Mass	2,700			772	1,500						104,000
120	Adrian, Mich*	1,200			600	1,000		32,500	116,000	10,000	1,500	160,000
121	Ann Arbor, Mich	1,600			600	1,000		251,450	685,500	52,625	5,000	894,575
122	Detroit, Mich	2,000			725	1,000		45,000	150,000	16,000	1,000	212,000
123	East Saginaw, Mich	1,000			500	1,000		21,800	98,500	7,100	1,000	129,100
124	Flint, Mich	1,750			750	1,000						425,000
125	Grand Rapids, Mich*											
126	Jackson, Mich.:											
	District No. 1.	600			600							110,000
127	Muskegon, Mich	900			600	800						50,000
128	Port Huron, Mich.	6750			600	800						127,500
129	Saginaw, Mich	6900			450	1,000		10,000	90,000	4,000	1,000	105,000
130	Minneapolis, Minn	1,800			775	1,000						564,568
131	St. Paul, Minn.	2,000			6900	1,500		25,000	125,000	20,000	5,000	509,000
132	Winona, Minn.	1,000			650	1,000		25,000	8,000	2,000	150	175,000
133	Vicksburg, Miss	1,000			650	1,000						10,000
134	Hannibal, Mo											58,700
135	Kansas City, Mo	2,155			850	1,300		45,300	133,600	15,475	2,000	196,375
136	St. Joseph, Mo	1,300			1,000	1,500		765,027	2,814,672	2,814,672	3,079,639	3,079,639
137	St. Louis, Mo*	2,500			2,500	1,300		15,000	50,000	4,000	1,000	70,000
138	Sedalia, Mo.	720			495	1,000		31,825	50,500	250	250	82,375
139	Lincoln, Nebr.	675			600	1,000		100,000	375,000	20,000	1,000	496,000
140	Omaha, Nebr.	1,950			600	1,000						35,575
141	Virginia City, Nev*	1,100			600	1,000						181,500
142	Carbondale, N. H.	1,100			600	1,000						115,000
143	Dover, N. H.	1,600			700	1,000						326,525
144	Manchester, N. H.	2,000			575	1,000						232,395
145	Nashua, N. H.	1,800			600	1,000						232,395
146	Porismouth, N. H.	2,100			600	1,000		13,000	60,000	6,000	5,000	81,000
147	Rayonno, N. J.											293,000
148	Bridgeton, N. J.											28,000
149	Clauden, N. J.											402,600

g One-half time.
 h Includes value of library.
 i For two days' service each week.
 j For teacher of bookkeeping.

c Monthly salaries.
 d For teacher of sewing.
 e Apparatus and books.
 f For teacher of bookkeeping.

g From Report of the Commissioner of Education for 1882-83.

h These are maximum salaries.

i Also a special teacher of elocution, at a salary of \$200.

180	Saratoga Springs, N. Y.	2,500	1,200	640					675	1,200	156,000	(94,000)	30,000	5,000	473,600
181	Schenectady, N. Y.	2,500	1,200	640					675	1,200	156,000	(94,000)	30,000	5,000	94,000
182	Schenectady, N. Y.	2,500	1,200	640					675	1,200	156,000	(94,000)	30,000	5,000	761,000
183	Troy, N. Y.	2,000	1,000	750							91,221	(317,000)	29,781	2,121	317,000
184	Utica, N. Y.	2,000	1,000	750							10,000	(137,449)	85,000	(12,621)	67,823
185	Watertown, N. Y.	2,000	1,000	707					475		10,000	(137,449)	85,000	(12,621)	107,621
186	Yonkers, N. Y.	2,000	1,000	707					475		10,000	(137,449)	85,000	(12,621)	197,449
187	Albany, N. Y.	1,400	600	600					600		30,000	(100,000)	12,000	250	255,000
188	Canton, Ohio	1,400	600	625					600		30,000	(100,000)	12,000	250	112,250
189	Chillicothe, Ohio*	2,600	900	775					1,433		100,000		12,000	500	142,500
190	Cincinnati, Ohio	2,400	1,804	1,175					1,433		100,000		12,000	500	2,100,000
191	Columbus, Ohio	2,400	1,567	1,000					1,800		227,203		34,000	712,886	852,334
192	Dayton, Ohio	2,000	1,567	1,000					1,800		103,500		223,800	11,760	336,630
193	Premont, Ohio	800	1,400	1,170					1,500		13,000		31,000	3,000	50,000
194	Hamilton, Ohio	31,850	800	500					1,000		30,000		50,000	2,000	135,000
195	Franklin, Ohio	1,000	800	500					1,000		16,000		60,000	200	125,000
196	Lima, Ohio	1,000	285	350					6450		12,000		60,000	500	91,200
197	Newark, Ohio	900	775	700					6450		12,000		60,000	500	80,500
198	Portsmouth, Ohio	1,000	775	700					6450		12,000		60,000	500	200,000
199	Sandusky, Ohio	1,200	900	533					6450		12,000		60,000	500	168,000
200	Springfield, Ohio	1,500	900	800					1,000		103,000		8,600	2,000	108,000
201	Stearns, Ohio	1,500	750	537					6400		27,500		97,500	500	134,000
202	Tiffin, Ohio	750	750	475					300		27,500		97,500	500	90,000
203	Toledo, Ohio*	21,300	750	6900					6500		100,000		198,000	1,200	580,000
204	Portland, Ore	1,750	950	950					1,100		100,000		198,000	1,200	318,000
205	Allegheny, Pa.	2,300	1,750	600					6450		100,000		198,000	1,200	994,376
206	Allentown, Pa.	900	847	455					6450		100,000		198,000	1,200	400,000
207	Altoona, Pa.	900	847	455					6450		100,000		198,000	1,200	137,445
208	Bradford, Pa.	850	850	600					500		29,545		102,000	400	38,224
209	Carbondale, Pa.	6100	850	650					500		8,715		25,428	4,081	38,224
210	Chester, Pa.	6750	6750	650					500		4,000		20,000	500	27,000
211	Columbia, Pa.*	680	680	652					500		23,700		3,900	500	155,000
212	Danville, Pa.*	6100	680	672					6450		23,700		3,900	500	28,100
213	Easton, Pa.	6100	680	672					6450		23,700		3,900	500	66,100
214	Etio, Pa.*	21,800	815	636					500		(212,700)		8,800	500	292,000
215	Harrisburg, Pa.	1,000	950	563					500		(311,250)		21,473	2,850	320,700
216	Johnstown, Pa.*	900	660	600					300		15,600		58,000	2,110	335,573
217	Lancaster, Pa.	680	680	600					300		15,600		58,000	2,110	100,000
218	Lebanon, Pa.	765	680	400					300		15,600		58,000	2,110	200,000
219	McKeesport, Pa.	800	450	400					300		15,600		58,000	2,110	24,000
220	Meayville, Pa.	480	480	500					300		15,600		58,000	2,110	75,000
221	New Castle, Pa.	1,400	1,925	2,400					300		15,600		58,000	2,110	49,350
222	Norristown, Pa.	2,400	1,925	2,400					300		15,600		58,000	2,110	138,000
223	Philadelphia, Pa.	2,400	1,925	2,400					300		15,600		58,000	2,110	138,000
224	Pittsburgh, Pa.	2,400	1,925	2,400					300		15,600		58,000	2,110	6,951,729

* From Report of the Commissioner of Education for 1882-'83.

a These are maximum salaries.

b Monthly salaries.

c Salary of vice principals.

d For teacher of German; also a special teacher of chemistry, receiving \$400 for one-half year.

e For teacher of German.

f These statistics are for the Kingston school district only.

g For teacher of music and German.

h Includes value of library.

i For teacher of deaf-mutes in the deaf-mute day school.

j The city superintendent is also principal of the high school.

k For teacher of elocution.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1883-'84, &c.—Continued.*

City.	Average annual salaries of—										Estimated real value of property used for school purposes.				
	Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.		Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Pennmanship.				
1	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88
Pottsville, Pa.*															\$200,000
Reading, Pa.	\$1,400	\$1,000	\$875	\$600								(\$297,500)			318,300
Scranton, Pa.	975	650	630	550					\$700		a\$460	18,500			332,000
Shamokin, Pa.*	765												25,000	500	50,000
Shenandoah, Pa.	1,000		540	450					380			(62,800)	9,000	200	63,000
Titusville, Pa.		760					b\$40		(540)						64,275
Wilkes-Barre, Pa.	b120		665	665			b57		660					2,390	181,875
Williamsport, Pa.	e1,000		e675	e675								33,100	108,500	12,000	150,990
York, Pa.	1,050		630	468											150,000
Lincoln, R. I.															91,700
Newport, R. I.	3,500		2,300	1,100			f75	\$100	900	900	9500	30,839	102,300	18,800	151,489
Pawtucket, R. I.	e1,500		e1,500	e700					e1,200			(220,400)			220,000
Providence, R. I.	e2,200		e1,600	e1,000	e83,000				e1,700						36,913
Warwick, R. I.	h220		h292												146,470
Woonsocket, R. I.	1,400		800	600					e1,000						138,000
Charleston, S. C.	e2,000		e1,200	e800	e225										29,544
Columbia, S. C.	720											(36,500)			45,000
Chattanooga, Tenn.	(be133)		540												50,500
Knoxville, Tenn.	(be133)														131,400
Memphis, Tenn.	b100														196,000
Nashville, Tenn.	1,700	1,000	800	750					1,150	(1,100)			31,500	500	141,600
Galveston, Tex.													30,000	11,000	38,100
Houston, Tex.	e1,500		e1,200	e630									48,000	19,000	62,000
Burlington, Vt.	e1,800		e1,200	e800					e750				45,500	5,600	53,900
Alexandria, Va.													15,000	2,500	60,000
Burlington, Va.													(58,500)	(3,500)	63,000
Danville, Va.	700							e80					5,400	2,000	20,000
Lynchburg, Va.*	1,210		912	600									46,000	1,000	60,000
Norfolk, Va.													5,000	1,000	63,000
Petersburg, Va.													30,000	9,500	67,000
Portsmouth, Va.	900												8,000	20,000	31,500

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1883-'84, &c.—Continued.

Total taxable property in the city.			Tax for school purposes.		Receipts.						Expenditures.					
City.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.		Mills per dollar of assessed value.		Amount received from interest on permanent fund.				Total receipts.	Permanent.				
			92	93	94	95	96	97	State.	Local.		Amount received from taxation.	Amount received from tuition fees.	Amount received from all other sources.	Sites and buildings.	Furniture and apparatus.	Libraries.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Little Rock, Ark		\$5,764,000	1.4	5.6	\$15,400	\$0	\$0								\$5,074	\$0
Los Angeles, Cal	\$48,000,000	12,000,000	1.4	5.6	\$15,400	33,910									4,682	2,659
Oakland, Cal		28,818,180		3.9	20,664										18,410	6,477
Sacramento, Cal		12,000,000		3.9	30,035										18,410	6,477
San Francisco, Cal*		222,335,400		10.71	75,152										9,922	2,930
San José, Cal	14,000,000	10,000,000		15	17,738										9,922	2,930
Stockton, Cal		10,000,000		15	32,885										9,922	2,930
Denver, Colo. (3 of city)		611,820,127			6,229	15,925									(11,013)	(d23)
Bridgeport, Conn*		3,358,496													13,655	(d23)
Danbury, Conn*		3,984,502		7.33		8,006									13,655	(d23)
Derby, Conn		3,630,927													13,655	(d23)
Greenwich, Conn*		46,991,833													13,655	(d23)
Hartford, Conn*		9,631,845		2											50,310	(d1,873)
Meriden, Conn	15,000,000	5,800,000		2	5,088										1,250	120
Middletown, Conn		6,000,000		2											1,316	103
New Britain, Conn	9,000,000	6,000,000													53,686	4,236
New Haven, Conn		44,808,877		4	8,612										53,686	4,236
New London, Conn		6,789,397		2.7											372,018	(450)
Norwalk, Conn		5,419,859		4.07											372,018	(450)
Norwich, Conn		13,119,742		4.08											372,018	(450)
Stamford, Conn*		6,920,103													372,018	(450)
Waterbury, Conn		8,482,435		8	5,070										372,018	(450)
Windham, Conn*		8,800,810													372,018	(450)
Wilmington, Del	28,050,573	28,050,573		4	8,285										372,018	(450)
Key West, Fla	1,403,453	25,000,000		4	614										372,018	(450)
Atlanta, Ga	26,000,000	25,000,000		1.82	4,479										372,018	(450)
Columbus, Ga	6,500,000	6,280,525		1.88											372,018	(450)
Macon, Ga	9,000,000			2											372,018	(450)
Savannah, Ga															372,018	(450)

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1883-'84, &c.—Continued.*

City.	Total taxable property in the city.		Tax for school purposes.		Balance on hand from last school year.	Amount received from interest on permanent fund.				Amount received from taxation.		Amount received from all other sources.	Total receipts.	Expenditures.				
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.		State.	County.	Local.	Amount received from taxation.		Amount received from tuition fees.			Amount received from all other sources.	Total receipts.	Permanent.		
									State.	Local.						Sites and buildings.	Furniture and apparatus.	Libraries.
1	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105		
Paducah, Ky.*	\$4,000,000	\$3,500,000			\$114				\$4,821	\$5,363		\$0	\$10,298					
New Orleans, La.	74	115,275,126			0				13,371	185,000	\$0	\$0	198,371		\$200			
Anburn, Me.*	75	5,230,000		3	0	\$0	\$0	\$0	5,000	15,000			20,000		668			
Augusta, Me.	76				1,131	250			8,434	25,000	107	179	35,101					
Bangor, Me.	77	*9,931,231			0				5,796	13,250	115	84	19,245					
Bath, Me.	78	6,847,955	2.66	2.9	0				6,636	16,000			22,636					
Biddeford, Me.*	79	5,500,000							10,346	20,000	118		30,464		\$61,200			
Lewiston, Me.	80	10,679,926	1.8	1.8					19,450	71,664			91,114		6,997			
Portland, Me.*	81	32,642,755	2.5	2.5					3,309	8,500	71		12,504					
Rockland, Me.	82	3,651,500							143,894	444,201	33,433		667,972		6,000			
Baltimore, Md.	83	250,000,000		1.9														
Frederick, Md.*	84																	
Attleboro', Mass*	85	44,934,941				290		834		32,918		773	334,815		12,882			
Beverly, Mass*	86	28,613,650				147		180		19,325		472	20,124		415			
Boston, Mass	87	682,432,671						14,923		1,907,585	15,190	68,738	2,006,436		268,880	186,852		
Brookline, Mass.	88	25,825,900							(39,000)				39,000					
Cambridge, Mass*	89	50,575,130						784		177,999	227		179,010		14,466	613		
Chelsea, Mass.	90	25,000,000	3	3					71,229	650		8	71,879		14,000	\$150		
Chicopee, Mass.	91	17,373,335	3.9	4.7	0	215	0	0	26,439	54	253		26,716		411	644		
Clinton, Mass.	92	6,738,287	5.5	5.5					23,200	43			23,496					
Fall River, Mass.	93												106,000		17,948			
Fitchburg, Mass.	94	10,451,876		3.9	0				46,883	123		73	47,079		6,248			
Gloucester, Mass.	95	15,000,000	4.4	5.9					396	65,880	52		66,328		6,477	1,047		
Haverhill, Mass*	96	11,159,027											\$61,461		12,000			
Holyoke, Mass.	97	20,000,000	3.19	4.35	886				62,448	79	492		63,905		14,791	1,685		
Lewell, Mass.	98	69,325,000	2	3	0	0	0	0	145,000	400	16,249	161,649	169,631		69,571			
Lynn, Mass	99	24,456,909	4	4					102,000		3,182	3,182	105,182		17,881	1,300		
Malden, Mass.	100	11,448,050		3.7	4270				43,450	3.7			43,450					
Marlborough, Mass	101	3,922,609		7	368	323		153	28,300				29,144					

102	Milford, Mass.	5,200,000	4.4	4.4	185	22,800	974	23,265	201
103	Natick, Mass.	5,655,066			249	18,050	450	f 18,769	160
104	New Bedford, Mass.	30,289,605				88,500	350	92,527	1,000
105	Newburyport, Mass.	7,417,698				24,000	98	25,026	
106	North Adams, Mass.	27,124,088	5.43	5.43		253		147,157	4,780
107	Northampton, Mass.	5,000,000				376		23,500	(187)
108	Peabody, Mass.	8,654,269	4.39	4.39	67	35,961	338	24,552	451
109	Pittsfield, Mass.	6,707,250	3.78	3.78	0	282	330	38,961	8,818
110	Pittsfield, Mass.	5,547,250			0	36,500	709	24,609	642
111	Salem, Mass.	23,767,079				94,662		37,112	717
112	Somerville, Mass.	23,832,900	3.9	3.9		118,263	245	95,269	1,933
113	Springfield, Mass.	34,937,259	3.4	3.4		65,510	42	118,734	9,437
114	Taunton, Mass.	15,218,848	2.5	3.25	0	65,510	116	65,706	10,321
115	Waltham, Mass.	9,298,611	4	4	237	41,893	25	41,893	32,000
116	Westfield, Mass.	5,614,148	12	18	136	20,982	973	f 26,535	259
117	Weymouth, Mass.	7,876,512	4.8	4.8	245	38,200	0	32,300	250
118	Woburn, Mass.	48,570,334	3.75	3.75	0	182,133	321	36,390	169
119	Worcester, Mass.	3,899,818	5	5	333	26,129	284	295	182,749
120	Adrian, Mich.	4,812,660	2.29	2.29	3,893	61,686	321	81,800	1,883
121	Ann Arbor, Mich.	105,910,925	4.6	5.42	5,686	12,399	7,013	81,800	118
122	Detroit, Mich.	10,000,000	5.1	5.1	9,588	241,726	5,481	45,292	8,919
123	East Saginaw, Mich.	8,410,980	6.1	6.1	333	45,595	1,417	4,577	325,037
124	Flint Mich.	4,774,464	7	7	3,494	26,586	1,690	40,587	2,901
125	Grand Rapids, Mich.	18,181,779	1	1	13,187	75,586	2,057	22,252	130,116
126	Jackson, Mich.	1,800,000	1	1	3,424	22,677	365	35,000	3,886
127	Muskegon, Mich.	4,889,075	1	1	3,393	4,752	392	13,838	204
128	Port Huron, Mich.	3,800,800	1	1	20,945	11,244	15,356	97,511	(28,517)
129	Saginaw, Mich.	45,000,000	4	4	1,267	4,710	124	2,237	29,153
130	St. Paul, Minn.	100,000,000	5	5	9,675	34,438	38	250	49,324
131	St. Paul, Minn.	45,000,000	5	5	82,495	57,698	549	72,078	63,405
132	Winona, Minn.	5,000,000	2.8	2.8	84,709	173,491	392	115,017	357,179
133	Vicksburg, Miss.	2,876,636	10	10	4,581	(197,161)	62	8,382	96,532
134	Hannibal, Mo.	75,000,000	3.5	3.5	0	14,498		14,498	
135	Kansas City, Mo.	30,000,000	5.83	5.83	1,400	11,000			190
136	St. Joseph, Mo.	10,000,000	5.83	5.83	1,400	11,000			50
137	St. Louis, Mo.	191,948,050	3.53	3.53	13,355	70,632	328	87,446	63,638
138	Sedalia, Mo.	2,876,636	10	10	78,558	696,632	352	935,289	18,477
139	Lincoln, Nebr.	25,000,000	1.16	1.16	14,591	60,713	32	15,107	42,954
140	Omaha, Nebr.	8,585,770	3.5	3.5	171	38,530	242	165,933	5,879
141	Virginia City, Nev.	8,283,648	2.9	2.9	12,620	32,594	91	45,350	28,428
142	Concord, N. H.	20,055,986	3.2	3.2	1,135	23,723	577	40,633	3,834
143	Dover, N. H.	9,342,382	3.2	3.2	1,899	65,554	23	25,304	8,212
144	Manchester, N. H.				2,281	65,554	262	25,304	330
145	Nashua, N. H.				18,807	17,800	27	35,944	888
					0	0	2	12,512	m100
					0	0	2	35,944	m100

f Including \$100,000 high school bonds.

g Includes expenditure for repairs.

h Total of reported items only.

i Special appropriation of city council, and not included in the total receipts and expenditures.

m Estimated.

n Includes amount received from dog tax.

a For year of books.

b In 1881.

c Total of reported items only.

d For libraries and apparatus.

e This amount turned into treasury.

f Includes amount received from dog tax.

* From Report of the Commissioner of Education for 1882-'83.

a From appropriation.

b Not included in expenses of school board, being a special appropriation made by city government for permanent repairs.

c Items not all reported.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1883-84, &c.—Continued.*

City.	Total taxable property in the city.		Tax for school purposes.		Receipts.						Expenditures.					
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Amount received from interest on permanent fund.				Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Permanent.				
					State.	County.	Local.	Amount received from taxation.				Sites and buildings.	Furniture and apparatus.	Libraries.		
1	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105
Portsmouth, N. H.	\$10,000,000	\$6,091,788									\$40		\$22,604			
Bayonne, N. J.									\$974	\$21,590			\$0,292			
Bridgeton, N. J.													16,338			
Camden, N. J.	21,738,866	13,043,320	1	4.5	\$8,946	\$0	\$0	\$0	41,202	66,943	0	\$0	117,691	\$12,330	\$625	\$0
Elizabeth, N. J.	12,000,000	11,493,350	2.4	2.5	4,925	2,285			31,749	26,547		54	65,558	186		56
Jersey City, N. J.	95,000,000	60,000,000			0	14,282			171,384	36,644			222,620			1,000
Millville, N. J.													33,215			
Newark, N. J.	11,048,600	5,324,300	2.35	1.5	4,894		240		108,816	165,730			369,680	54,380	10,864	360
New Brunswick, N. J.	10,000,000	4,872,000		1.7	4,070				20,556	10,000	764		36,384	144		
Orange, N. J.	27,000,000	18,500,000	2.77	4.01	3,000	615,000			18,637	7,168	577	43	36,384	1,263		
Paterson, N. J.	8,000,000	4,250,000		6.6	156				93,171				81	135,252	(14,139)	
Plainfield, N. J.	290,000,000	612,933,083							8,836	16,299	471	8	68,775			97
Trenton, N. J.	68,595,149	68,595,149		2.5	85,742				37,320	29,255			68,775	7,800	135	
Albany, N. Y.	13,600,000	10,190,070	3.27	2.5	2,515	574			47,480	148,975	876	11,563	291,636	7,000	676	1,373
Auburn, N. Y.			2.5	4.36	2,515				12,553	42,942	1,007	611	60,297	12,447	1,225	
Binghamton, N. Y.	12,985,754	6,492,877	2.77	5.54	6,749				11,262	35,990	1,233		55,203	4,456	2,535	1,531
Brooklyn, N. Y.		283,738,317		3.12	45,609				288,667	885,816		67,333	1,287,476	77,182	4,871	1,102
Buffalo, N. Y.	689,237,320	689,237,320				1,003			482,620	243,378			327,601			1,536
Cohoes, N. Y.	11,042,737	22,175	2.52	7.58	22,175				10,825	27,920	12	433	61,365	2,331	679	299
Elmira, N. Y.	11,386,937	11,386,937	4.66	4.66	4,217	12,897				53,475			71,291		439	45
Hudson, N. Y.		3,483,888		2	4,981				5,142	7,000	60	185	17,368	1,296	713	
Ithaca, N. Y.	6,000,000	2,644,708	2.25	5.1	133	512	304		6,714	16,155	2,080	1,015	26,943	1,343		
Kingston, N. Y.	5,500,000	5,500,000		4.14					5,292	23,000	939		47,067	15,912	1,004	86
Lockport, N. Y.	7,018,287	5,263,730	2.9	3.9	10,486	370			9,730	20,000	2,082	11	41,071	6,66	95	
Long Island City, N. Y.	21,478,812	7,153,604	1.8	5.5	14,027					40,000			61,757		204	
New York, N. Y.		1,270,677,164								3,704,125			3,704,125	297,913	40,711	

174	Ogdensburg, N. Y.	12,559	5,545	13,500	1,256	32,860	(1,945)	111
175	Oswego, N. Y.	1,217		34,577	54	47,986	795	709
176	Patterson, N. Y.	3,533		11,459	3,902	21,322	99	
177	Poughkeepsie, N. Y.	15,009		28,643	502	55,771	44	92,684
178	Rochester, N. Y.	8,989	0	175,000	2,530	29,997	8,757	886
179	Rome, N. Y.	28		6,143	410	19,649	440	100
180	Saratoga Springs, N. Y.	582	6,356	15,094	183	22,325	22	242
181	Schenectady, N. Y.	1	8,003	17,000	1,606	14,669	39,672	159
182	Syracuse, N. Y.	10,854	29,196	108,779	43,776	134,862	(15,630)	3,127
183	Troy, N. Y.	5,908		93,759	11,496	145,305	(31,616)	304
184	Utica, N. Y.	5,53		71,800	587	98,499	2,145	1,804
185	Watertown, N. Y.	3,419		7,390	24,800	5,903	1,947	334
186	Yonkers, N. Y.	3,419	10,032	51,006	6,285	70,742	(20,952)	174
187	Akron, Ohio	5,355	470	51,006	565	165	5,903	1,947
188	Canton, Ohio*	7		8,553	47,253	1,018	123,674	(41,834)
189	Chillicothe, Ohio	5,762		7,182	31,008	28,873	71,488	
190	Cincinnati, Ohio	2,75		5,102	29,393	10	44,049	554
191	Columbus, Ohio	6		(7670, 512)	10,417	21,084	759,775	7,458
192	Dayton, Ohio*	3,5	291	25,287	175,000	433	218,019	2,952
193	Dayton, Ohio*	6	33,489	25,287	175,000	433	218,019	2,952
194	Fremont, Ohio	5	1,768	130,308	522	1,176	185,512	2,995
195	Hamilton, Ohio	5,05		3,368	20,273	96	71,624	1,405
196	Ironton, Ohio	7	420	4,682	20,790	326	31,256	(4,006)
197	Lima, Ohio	6	204	4,684	18,713	85	38,294	
198	Newark, Ohio	2,2		6,527	23,843	186	56,478	9,500
199	Portsmouth, Ohio	5		8,940	36,053	618	44,751	350
200	Sandusky, Ohio	7		12,873	62,156	650	7,404	1,200
201	Springfield, Ohio	4,4	299	6,207	21,367	1,606	23,542	18,095
202	Steubenville, Ohio	4,5	63	6,207	21,367	217	13,232	57,712
203	Tiffin, Ohio	5	13,168	4,470	13,998	18	420,630	54,351
204	Toledo, Ohio*	4,5	736	26,369	131,184	18	26,783	268,831
205	Portland, Oreg.	1,25		4,315	31,911	1,061	26,086	123,440
206	Allegheny, Pa.	4,9	0	261,569	63,547	47,967	337,672	(44,605)
207	Alientown, Pa.	3,665	14,523	261,569	63,547	47,967	337,672	(44,605)
208	Altoona, Pa.	0		5,471	51,224	174	780	61,323
209	Bradford, Pa.	293		3,311	39,190	73	10	42,584
210	Carlisle, Pa.	15		1,245	25,721	136	3,260	30,658
211	Chester, Pa.	16		1,484	10,000	319	11,803	1,051
212	Columbia, Pa.*	4		26,779	450	2	35,040	2,714
213	Dauphin, Pa.*	3,5	9	10,203	92	12,687	379	50
214	Easton, Pa.	10		3,082	38,571	100	72,535	3,700
215	Exeter, Pa.	5		5,758	56,880	55	71,811	1,071
216	Harrisburg, Pa.	8		6,573	72,888	46	96,322	69,071
217	Johnstown, Pa.*	13		72,888	13,031	1,822	35,139	1,822
218	Lancaster, Pa.	3		71,788	71,788	71,788	71,788	71,788

* From Report of the Commissioner of Education for 1882-'83.

a Amount received on permanent funds.

b In 1879.

c In 1880.

d From State appropriation.

e These statistics are for the Kingston school district only.

f Includes amount received from permanent fund.

g Also includes incidental expenses for the year for libra-

ries.

h Overdraft on city treasury.

i For buildings only.

j From bonds.

k \$18,000 received from sale of bonds.

l Includes a loan of \$20,000.

m Also same rate for building purposes.

n For furniture, apparatus, and school books.

o Sites, buildings, and repairs.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1883-'84, &c.—Continued.*

City.	Total taxable property in the city.		Tax for school purposes.		Receipts.										Expenditures.		
			Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.		Amount received from interest on permanent fund.		Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.				Total receipts.	Permanent.
	State.	County.					Local.	State.	Local.	State.	Local.	Sites and buildings.			Furniture and apparatus.	Libraries.	
																	90		91	92	93	94	95	96	97	98	99	100	101	102	103	104	105
Lebanon, Pa.	\$4,800,000	\$1,600,000	3.33	10	\$67	\$1,764				\$12,921	\$207	\$6,330	\$21,289	\$3,284	\$1,107		
McKeesport, Pa.		5,500,000		5						23,690		84	25,323	7,965			
Meadville, Pa.	6,000,000	2,500,000		14	1,871					25,748		1,343	31,320	2,100	871	\$144	
New Castle, Pa.	3,750,000	3,000,000		6.5	2,827					18,623	178	198	21,504	1,000	1,235		
Norristown, Pa.		6,966,903		4.5						30,246	0	1,821	38,443		109		
Philadelphia, Pa.	577,198,087	571,483,255	19	22	2,827					(1,618,447)	0		1,618,447				
Pittsburgh, Pa.		100,000,000				\$0				(426,531)	324	113,746	694,350	(93,465)		25	
Pottsville, Pa.	10,000,000	3,951,580		8	996					31,642		214	36,267	236	1,500	0	
Reading, Pa.	20,000,000	25,000,000		63	19,938			0	0	116,600	10	479	146,393	31,078			
Scranton, Pa.	50,000,000	10,000,000		25	30,024			0		90,708		4,601	133,594	5,957	916		
Shenandoah, Pa.	1,673,475	557,827	8.3	15	14					13,946	(360)	5,873	21,717	3,000	1,216	400	
Shenandoah, Pa.		1,493,000								23,672		1,452	29,889	697			
Titusville, Pa.	1,704,658	3,602,886			2,421					56,379	300	1,108	65,520	1,800	553	381	
Wilkes-Barre, Pa.	20,000,000	6,859,896	3.5	6.5	4,780					40,736	146	11,810	44,054	1,580	1,751		
Williamsport, Pa.	12,500,000	6,609,170		3.5	12,896					27,082			32,976	(3,297)		286	
York, Pa.					1,568											103	
Lincoln, R. I.	26,928,500	16,756,220	2.2	1.26				5,373		34,018	136		44,367	(29,407)	115		
Newport, R. I.	25,000,000	121,805,400		3.3						55,721	300		63,382	(32,547)			
Pawtucket, R. I.		10,302,650		0.68	59					252,209	1,806	12,759	291,773	2,011	413		
Providence, R. I.		9,298,910		2.2						7,154			11,188				
Warwick, R. I.		24,426,231								29,500	374	794	26,357				
Woonsocket, R. I.		3,200,000		1													
Charleston, S. C.	32,500,000	5,344,242		4	2,436					28,503	580	3,234	13,914	1,441	375	181	
Columbia, S. C.		5,100,000	1.5	2.5	3,462					10,505	1,021	0	24,281	5,635	1,524		
Chattanooga, Tenn.	6,800,000	921,256,276		2						24,035	805		52,738				
Knoxville, Tenn.		18,000,000		4.5	2,595					83,139			89,197	1,642			
Memphis, Tenn.																	
Nashville, Tenn.																	

246	Galveston, Tex.	40,000,000	20,000,000	1	2	4,000	14,130	11,100	13,374	27,000	231	1,500	45,874	10,000	.....
247	Houston, Tex.	7,000,000	.....	.....	.....	14	1,373	.....	.....	18,234	648	374	25,866	4,700	770
248	Burlington, Vt.	.....	.....	.....	.....	.....	.....	.....	.....	8,800	.....	50	19,057	1,500	745
249	Alexandria, Va.	.....	.....	.....	.....	.....	.....	.....	.....	9,321	.....	.....	12,206	2,262	.....
250	Danville, Va.	.....	.....	.....	.....	.....	.....	.....	.....	5,724	.....	.....	21,218	.....	81,381
251	Lynchburg, Va.*	.....	.....	.....	.....	.....	.....	.....	.....	14,779	613	.....	22,733	.....	162
252	Norfolk, Va.	.....	.....	.....	.....	.....	.....	.....	.....	11,552	.....	.....	23,680	.....	269
253	Petersburg, Va.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(21,737)	.....
254	Portsmouth, Va.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
255	Richmond, Va.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
256	Richmond, W. Va.*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
257	Appleton, Wis.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
258	Fond du Lac, Wis.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
259	Janesville, Wis.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
260	La Crosse, Wis.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
261	Milwaukee, Wis.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
262	Oshkosh, Wis.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
263	Racine, Wis.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
264	Watertown, Wis.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
265	Georgetown, D. C.*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
266	Washington, D. C.*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1882-'83.

a From appropriation.

b For school purposes; also two mills for building purposes.

c For apparatus.

d Exclusive of balance on hand from last school year, which is in uncollected taxes.

e Two years' taxes.

f From State and county.

g Total taxable property of city and county.

h These statistics are from a return for the year ending December 31, 1882.

i Includes incidental expenses.

j Sites, buildings, furniture, and repairs.

k Sites, buildings, and repairs.

l From county.

m These statistics are for all schools, white and colored, in the District of Columbia.

TABLE II. — School statistics of cities containing 7,500 inhabitants and over, for 1883-'84, &c. — Continued.

City.	Expenditures.										Average expenses per capita.				
	Payment of indebtedness.		Tuition.		Incidental or contingent expenses.							Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.		
	Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.			All other supplies and current expenses.	Total expenditure.
1	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
1 Little Rock, Ark.....	\$0	\$0	\$1,650	\$17,909								\$8,199	\$30,832		
2 Los Angeles, Cal.....			1,800	46,794								\$10,714	83,841	\$19.48	\$4.90
3 Oakland, Cal.....			8,300	126,864	\$1,277	\$9,200	\$2,168	\$540	\$2,495	\$1,563	\$109	7,034	167,455	24.30	4.39
4 Sacramento, Cal.....			4,400	56,947	2,700	5,500						12,420	85,919	18.06	6.16
5 San Francisco, Cal*.....			96,400	526,963	8,053	37,438	4,005	2,116		620,192	1,770	13,635	735,474	22.35	2.83
6 San José, Cal.....			1,500	34,922	4,235	4,253	877	240		3,850	47	5,439	53,853	19.05	7.19
7 Stockton, Cal.....				33,300	1,530	3,873	1,134		569	992		2,176	55,751		
8 Denver, Colo. (5 of city).....													163,923		
9 Bridgeport, Conn*.....			2,200	41,956		2,542	2,599	965		1,940	66	1,634	68,103	(15.55)	
10 Danbury, Conn*.....				18,776								\$7,672	40,136		
11 Derby, Conn.....			350	23,693			65,000			3,520		5,603	40,027		
12 Greenwich, Conn*.....				10,563			630			1,224		1,157	13,574	13.49	3.85
13 Hartford, Conn*.....				111,404								\$60,519	224,106		
14 Meriden, Conn.....			700	32,827		2,400	2,180	600			120	841	41,238		
15 Middletown, Conn &.....	4,900	5,589	800	11,260	635	981	815		64	650	184	420	27,687	15.85	2.93
16 New Britain, Conn.....	(110.175)		2,700	16,925	3,136	10,260	7,447	1,675	57	6,020	443	3,045	368,042	20.10	6.20
17 New Haven, Conn.....				21,190								7,042	30,416	17.97	3.99
18 New London, Conn.....				16,225			2,207			1,381		4,466	30,108		
19 Norwich, Conn.....			325	36,925			63,561			2,640		4,828	61,270		
20 Norwich, Conn.....			500	43,082									23,132		
21 Stamford, Conn*.....				18,452							(5,440)	\$3,021	133,689		
22 Waterbury, Conn.....	52,503			31,190	5,020	2,782	2,581	600	403	3,949		\$3,507	14,788		
23 Windham, Conn*.....				16,747									124,066		
24 Wilmington, Del.....	16,010	15,075	1,600	57,167	750	3,430	3,957	943	\$656	5,493	5,786	1,293	124,066	11.12	4.28
25 Key West, Fla.....				6,283		300				100			7,536	(9.42)	
26 Atlanta, Ga.....	0	0		47,665									58,065	9.10	
27 Columbus, Ga.....	0	0	1,800	13,068	0	225	344	0	120	608	874		57,313	11.47	1.77
28 Macon, Ga.....			\$2,000	\$23,978								\$41,578	\$27,556	410.41	463

	Savannah, Ga.	3,000	42,425	750	975	475	250	520	1,000	49,395	22 43	1 96
29	Alton, Ill.	1,150	19,010	1,800	370	709	184	833	43	341	11 04	1 53
30	Bellville, Ill.	8,293	31,229	2,825	2,079	853	0	28,933	1,674	3,694	12 60	3 21
31	Bloomington, Ill.	80,000	270,714	12,353	41,305	8,284	0	1,495	1,674	13,561	14 78	3 21
32	Chicago, Ill.	2,000	16,070	150	1,770	940	60	1,485	21	916	11 62	3 33
33	Decatur, Ill.	1,200	12,600	150	1,052	1,485	546	1,485	21	916	10 60	5 57
34	Elgin, Ill.	1,800	13,300	100	1,730	1,732	99	1,631		25,348	12 23	2 94
35	Freeport, Ill.	1,600	18,738	250	3,050	1,776	120	2,000		23,304	14 66	4 47
36	Galesburg, Ill.	1,600	21,630	325	1,893	878	227	2,116	61	393,050	14 66	4 92
37	Joliet, Ill.	1,500	14,946	325	2,570	818	2,116	984	143	1,688	10 63	3 48
38	Moline, Ill.	1,200	15,100	514	1,963	2,305	502	1,638	100	76,579	13 56	3 82
39	Ottawa, Ill.	1,600	29,545	200	2,979	892	270	2,638	100	76,579	13 56	3 82
40	Peoria, Ill.	1,600	27,216	200	2,979	892	270	2,638	100	76,579	13 56	3 82
41	Quincy, Ill.	1,600	19,498	200	2,979	892	270	2,638	100	76,579	13 56	3 82
42	Rockford, Ill.	1,550	32,167	1,650	3,937	4,892	343	2,638	100	76,579	13 56	3 82
43	Rock Island, Ill.	8,450	41,477	1,650	3,937	4,892	343	2,638	100	76,579	13 56	3 82
44	Springfield, Ill.	8,000	153,688	3,000	9,330	6,139	755	7,702	327	16,060	16 79	4 41
45	Fort Wayne, Ind.	2,000	14,458	225	1,135	450	265	375		23,457	15 73	4 17
46	Indianapolis, Ind.	1,300	26,004	300	2,580	1,887	482	3,671	75	58,624	15 35	2 48
47	Jeffersonville, Ind.	2,400	14,805	300	1,455	1,400	197	520		21,062	12 13	3 32
48	La Fayette, Ind.	(3,246)	(12,158)	940	952	563	250	537		92,900	10 81	3 32
49	Logansport, Ind.	3,000	25,627	450	1,002	948	150	1,000		38,249	15 50	3 11
50	Madison, Ind.	700	18,084	300	2,327	1,526	375	608		1,960	12 42	4 21
51	New Albany, Ind.	2,500	48,472	1,135	3,647	1,539	210	1,730	150	1,237	15 09	2 90
52	Richmond, Ind.	8,000	2,090									
53	South Bend, Ind.	2,900	16,180	425	1,584	3,984	213	800	13	1,461	10 05	4 79
54	Terre Haute, Ind.	1,683	17,848	240	1,400	1,430	474	323		1,000	13 00	3 33
55	Vincennes, Ind.	2,060	23,462	1,100	4,495	2,381	1,536	4,105	37	2,343	16 40	6 57
56	Cedar Rapids, Iowa.	2,500	(53,883)	470	2,827	1,277	848	4,049		3,509	15 63	4 50
57	Clinton, Iowa.	3,853	30,223	1,600	3,780	3,244	175	1,178		57,371	14 03	4 95
58	Council Bluffs, Iowa.	0	23,390	200	2,715	1,282				393,580		
59	Des Moines (west side), Iowa.*	0										
60	Dubuque, Iowa.	1,400	23,390	200	2,715	1,282						
61	Keokuk, Iowa.	1,500	11,890	175	1,834	1,006	698	1,251	10	54,470	9 30	3 95
62	Muscatine, Iowa.	1,500	15,350	240	1,940	690	200	1,000		721	7 10	1 10
63	Ottumwa, Iowa.*	1,500	10,700	100	838	740	213	1,253		844	8 11	
64	Atchison, Kans.	1,000	21,300	200	1,500	750	117	4,237		248,333		
65	Lawrence, Kans.	2,400	22,344	600	2,512	2,586	330	518		1,736	7 72	2 71
66	Leavenworth, Kans.	1,500	33,949	420	2,820	1,077	480				(q15 42)	
67	Topeka, Kans.	2,823										
68	Corning, Ky.*											

* From Report of the Commissioner of Education for 1882-83.
a For all incidental or contingent expenses.
b Repairs and permanent improvements.
c Includes other expenses.
d These statistics are for the Middletown City school district only.
e Insurance, water, and gas.
f Including Monroe County.
g Total expenses per capita.
h These figures are for the whole county.
i Includes total cost of evening schools.
j Items not fully reported.
k Based on average number belonging.
l So reported, though the sum of the items given is \$46,818.
m Interest only.
n This includes incidental or contingent expenses only.
o Exclusive of amount paid for indebtedness.
p Total of reported items; the reported total is but \$46,701.
q Based on average enrolment.

99	Lyons, Mass.	2,250	75,794	1,600	4,899	7,306	850	118,377
100	Malden, Mass.	2,250	30,243		2,295	1,557	1,619	42,462
101	Marlborough, Mass.	800	18,576		1,452	1,756	934	26,661
102	Milford, Mass.	1,560	15,317		1,047	983	40	23,123
103	Natick, Mass.	1,450	617,060			500		718,537
104	New Bedford, Mass.		63,482	3,600	6,800	3,000	1,250	4,600
105	Newburyport, Mass.			200	3,167	1,000	91,239	236,467
106	Newton, Mass.	2,700	70,623	300	1,339	23,417	1,000	145,075
107	North Adams, Mass.	1,600	16,831		4,934	2,173		6,744
108	Northampton, Mass.	600	22,549		1,520	2,690	474	25,319
109	Peabody, Mass.		18,566	300	1,619	491	255	41,734
110	Pittsfield, Mass.		24,359	75	1,761	1,589	1,143	24,244
111	Salem, Mass.	1,500	666,288		2,185	7,885		333,339
112	Somerville, Mass.	1,240	69,288		3,508	1,600		4,418
113	Springfield, Mass.	1,800	79,564	1,652	5,747	456	456	4,246
114	Taunton, Mass.	3,000	40,375	3,000	2,500	10,673	156	2,470
115	Waltham, Mass.	1,900	30,836	0	2,300	3,500	600	118,734
116	Westfield, Mass.	2,000	618,522			2,000	600	65,766
117	Weymouth, Mass.	516				2,995		61,636
118	Woburn, Mass.	1,800	23,200	304	2,100	995	52	41,662
119	Worcester, Mass.	1,800	27,206		2,618	1,800	50	2,021
120	Adrian, Mich.	0	142,677	2,800	6,737	8,101	1,634	3,396
121	Ann Arbor, Mich.	1,384	12,347	186	1,112	1,716		3,395
122	Detroit, Mich.	1,500	19,268	200	1,738	292,735		38,122
123	East Saginaw, Mich.	15,379	176,881	4,040	13,692	474	214	200,911
124	Flint, Mich.	0	31,170	1,370	4,626	1,063	88	62,557
125	Grand Rapids, Mich.	1,250	15,196	400	1,787	1,528	45	37,287
126	Jackson, Mich.	1,500	58,995		3,462	161	1,798	10,373
127	Marquette, Mich.	1,500	18,995					5,403
128	Muskegon, Mich.	1,800	24,399	300	760		1,340	11,587
129	Port Huron, Mich.	1,800	11,890		885		1,340	10,476
130	Saginaw, Mich.	4,500						73,160
131	St. Paul, Minn.	13,926	14,000	200	1,735	300	20	15,580
132	Winona, Minn.	72,928	10,506	300	2,200	1,500	50	31,297
133	Wichita, Kans.	63,063	8,240	1,277	9,336	5,894	100	1,613
134	Wichita, Kans.	76,050	8,790	876	1,568	7,305		392,312
135	Wichita, Kans.	3,000	1,242	381			(3,280)	396,787
136	Wichita, Kans.	9,375	1,568					31,563
137	Wichita, Kans.	9,375						9805
138	Wichita, Kans.	1,500	757	307	722			14,800
139	Wichita, Kans.	1,700	1,062	50				22,539
140	Wichita, Kans.	1,500	1,062	50				255,122
141	Wichita, Kans.	2,235	4,575	1,533				662,693
142	Wichita, Kans.	25,928	13,739	6,215				87,621
143	Wichita, Kans.	1,481	57,359					67,691
144	Wichita, Kans.	2,000	23,979	56,205				806,155
145	Wichita, Kans.	1,300	595,111	4,075				28,587
146	Wichita, Kans.	1,300	13,694	893				93,420
147	Wichita, Kans.	1,300	13,694	893				35,981
148	Wichita, Kans.	1,300	13,694	893				35,9

* From Report of the Commissioner of Education for 1892-'93.
a Includes amount expended for fuel and insurance.
b Includes other supplies.
c Does not include expenditure for permanent repairs.
d Includes \$2,916, which is the cost to the City of Portland School for the Deaf.
e Amount raised by taxes for wages of teachers, board, fuel, and care of fires and school rooms.
f Total of reported items only.
g For all incidental or contingent expenses.
h Items not fully reported.
i Exclusive of expenditure for permanent objects.
j Fuel and lights.
k Interest only.
l Includes rent.
m Repairs and rent.
n Includes pay of janitors and expenditures for furniture, apparatus, and insurance.

169	Kingston, N. Y. k	1,400	17,570	185	2,309	1,483	73	366	305	45	657	47,967	15 50	4 37
170	Lockport, N. Y.	2,000	21,081	350	1,455	1,542	200	15	295	10	937	28,636	14 56	3 06
171	Long Island City, N. Y.	2,450	224,744	139	2,550	1,365	5,713	96	1,028	2,065	531	39,486	10 02	5 62
172	Newburgh, N. Y.	(2,759,744)	399,888	105,442	97,161	26,621	101,036	119,590	56,019	3,704,125	64,374	20,916	19 32	4 24
173	New York, N. Y.	14,526	1,500	3,642	3,001	10	430	6,129	307	46,376	21,321	11 17	6 38	
174	Ogdensburg, N. Y.	27,245	8,520	1,061	1,500	150	411	24	890	21,321	890	21,321	11 17	4 00
175	Oswego, N. Y.	8,654	3,520	1,061	1,500	150	411	24	890	21,321	890	21,321	11 17	4 00
176	Plattsburgh, N. Y.	1,600	97,081	300	1,905	1,497	290	184	1,012	73	1,728	38,368	13 40	3 28
177	Poughkeepsie, N. Y.	2,097	147,221	3,272	11,517	9,527	642	13,426	811	8,841	233,807	14 06	5 08	
178	Rochester, N. Y.	1,200	13,800	1,070	1,970	60	110	1,356	18	1,632	20,858	12 22	3 04	
179	Rome, N. Y.	87	13,944	41,550	1,916	1,390	908	7,113	563	63,632	2,156	144,862	13 67	3 69
180	Saratoga Springs, N. Y.	20,231	79,439	2,763	5,896	5,786	1,152	125	4,352	385	619,523	133,578	16 12	4 78
181	Schenectady, N. Y.	97,528	38,005	900	4,871	4,445	125	220	4,352	385	619,523	133,578	16 12	4 78
182	Syracuse, N. Y.	79,439	58,605	900	4,871	4,445	125	220	4,352	385	619,523	133,578	16 12	4 78
183	Troy, N. Y.	1,200	18,877	2,056	1,327	2,056	225	4,075	116	2,088	613,707	67,193	11 10	8 44
184	Utica, N. Y.	2,300	25,900	125	1,500	800	12	998	79	20,558	98,452	13 13	2 74	
185	Watertown, N. Y.	1,200	25,900	125	1,500	800	12	998	79	20,558	98,452	13 13	2 74	
186	Yonkers, N. Y.	2,000	25,900	125	1,500	800	12	998	79	20,558	98,452	13 13	2 74	
187	Akron, Ohio	(1,128)	29,521	240	3,171	1,952	1,952	13,060	662	11,937	657,125	20 13	2 40	
188	Canton, Ohio	2,000	25,900	125	1,500	800	12	998	79	20,558	98,452	13 13	2 74	
189	Chillicothe, Ohio *	2,000	25,900	125	1,500	800	12	998	79	20,558	98,452	13 13	2 74	
190	Cincinnati, Ohio	78,700	488,653	10,900	23,449	5,694	1,952	13,060	662	11,937	657,125	20 13	2 40	
191	Columbus, Ohio	5,200	127,815	0	15,902	3,805	0	14,216	73	6,419	204,502	17 09	5 43	
192	Dayton, Ohio *	531	95,665	1,840	6,564	5,733	2,338	356	7,470	116	5,775	160,108	20 08	5 96
193	Fremont, Ohio	1,850	25,440	300	2,640	983	200	0	1,392	692	1,755	51,670	16 31	5 77
194	Hamilton, Ohio	1,650	15,056	100	1,716	1,200	200	0	1,392	692	1,755	51,670	16 31	5 77
195	Ironton, Ohio	1,500	10,665	100	1,716	1,200	200	0	1,392	692	1,755	51,670	16 31	5 77
196	Lima, Ohio.	1,800	17,100	125	1,390	800	280	1,800	1,303	1,303	64,800	33,550	13 47	3 70
197	Newark, Ohio.	1,500	20,127	125	1,390	800	280	1,800	1,303	1,303	64,800	33,550	13 47	3 70
198	Portsmouth, Ohio.	2,500	24,960	150	2,130	2,200	280	1,800	1,303	1,303	64,800	33,550	13 47	3 70
199	Sandusky, Ohio.	2,250	45,398	335	1,560	870	366	34	963	100	1,123	56,639	12 87	3 08
200	Springfield, Ohio.	1,575	20,330	335	1,560	870	366	34	963	100	1,123	56,639	12 87	3 08
201	Steubenville, Ohio.	0	13,319	335	1,560	870	366	34	963	100	1,123	56,639	12 87	3 08
202	Tiffin, Ohio	1,350	18,319	335	1,560	870	366	34	963	100	1,123	56,639	12 87	3 08
203	Toledo, Ohio *	2,500	58,574	3,277	4,790	1,770	1,300	1,249	1,050	1,050	66,602	33,542	14 50	6 52
204	Portland, Ore.	15,753	50,072	3,190	4,790	1,770	1,300	1,249	1,050	1,050	66,602	33,542	14 50	6 52
205	Allegheny, Pa.	4,077	125,839	3,190	2,103	1,759	121	969	99	25,776	58,899	8 75	11 96	
206	Allentown, Pa.	900	22,087	580	3,478	1,586	40	43	1,302	874	42,567	6 71	2 48	
207	Allentown, Pa.	5,521	19,089	180	3,478	1,586	40	43	1,302	874	42,567	6 71	2 48	
208	Bradford, Pa.	5,580	(15,859)	1,374	1,288	2,571	1,091	779	33,776	482	12,879	30,449	ds 17	dl 01
209	Bradford, Pa.	1,266	8,363	456	200	67,225	216	779	33,776	482	12,879	30,449	ds 17	dl 01
210	Chestnut, Pa.	1,594	24,337	24	200	1,066	216	779	33,776	482	12,879	30,449	ds 17	dl 01

* From Report of the Commissioner of Education for 1882-83.
a Includes expenditure for fuel, rent, insurance, repairs, school books, and other supplies.
b For all incidental or contingent expenses.
c Salaries of school committees included.
d Based on enrolment.
e In day schools. In evening schools, the estimated average expense per capita for supervision and instruction is \$7; for incidentals, \$1.50.
f Includes salaries of superintendent's clerks and expenses of shop and nautical school.
g Items not all reported.
h These statistics are for the Kingston school district only.
i On account of change in school year, this does not represent a full year's expenditure.
j Includes salaries of superintendent's clerks and expenses of shop and nautical school.
k Includes salaries of superintendent and librarian.
l The Public Library of Cincinnati cost the board of education for its maintenance during the same period \$35,419.
m Expenditure for fuel, rent, insurance, repairs, school books, &c.

239	Woonsocket, R. I.	1,600	5,545	122	300	365	1,202	300	25,993	(18 54)
240	Charleston, S. C.	136	417,373	436	526	193	1,900	550	11,059	8 27
241	Columbia, S. C.	260	1,450	1,218	502	306	1,400	27,123	47,421	10 70
242	Chattanooga, Tenn.	1,800	33,162	(4,983)	1,028	2,399	1,400	24,391	24,391	11 29
243	Knoxville, Tenn.	1,500	4,700	30,068	120	1,734	2,403	11,697	89,397	14 74
244	Memphis, Tenn.	300	2,000	14,511	213	2,000	313	773	43,838	18 79
245	Nashville, Tenn.	300	2,000	14,511	213	535	1,642	430	23,735	14 07
246	Galveston, Tex.	300	2,000	14,511	213	535	1,642	430	20,462	2 94
247	Houston, Tex.	300	2,000	14,511	213	535	1,642	430	16,695	2 94
248	Burlington, Vt.	300	2,000	14,511	213	535	1,642	430	16,695	2 94
249	Alexandria, Va.	1,176	380	10,201	450	1,031	149	397	180	21,098
250	Danville, Va.	0	(8,445)	50	50	188	1,476	74	21,098	13 73
251	Lynchburg, Va.*	50	16,490	128	705	200	476	552	23,330	2 88
252	Norfolk, Va.	142	16,200	300	462	200	476	552	23,330	2 88
253	Petersburg, Va.	142	16,200	300	462	200	476	552	23,330	2 88
254	Petersburg, Va.	142	16,200	300	462	200	476	552	23,330	2 88
255	Richmond, Va.	45	7,550	509	180	(761)	48	127	9,691	1 75
256	Wheeling, W. Va.*	0	14,063	58,747	1,500	3,948	884	791	82,730	10 45
257	Appleton, Wis.	0	1,100	42,510	600	1,643	2,067	380	90,025	10 07
258	Fond du Lac, Wis.	6,666	4,400	14,353	50	1,000	2,000	50	2,851	9 07
259	Janesville, Wis.	500	14,706	1,820	2,280	100	1,800	8	21,289	10 73
260	Madison, Wis.	3,067	11,914	2,500	1,500	300	2,000	836	19,054	10 91
261	Milwaukee, Wis.	0	(26,945)	100	13,438	20,310	2,000	6,484	235,131	3 28
262	Oshkosh, Wis.	0	179,899	2,000	13,438	20,310	2,000	6,484	235,131	3 28
263	Racine, Wis.	1,083	23,053	125	1,871	159	3,744	7,992	34,993	m3 22
264	Watertown, Wis.	400	7,432	1,640	1,871	159	1,797	3,614	39,820	10 31
265	Georgetown, D. C.*	0	7,380	20,051	11,000	20,063	1,955	8,314	10,510	4 40
266	Washington, D. C.*	0	317,229	2,050	20,051	11,000	20,063	1,955	579,312	1 60
267	Washington, D. C.*	0	317,229	2,050	20,051	11,000	20,063	1,955	579,312	3 66

* From the Report of the Commissioner of Education for 1882-'83.
 a So reported, though the sum of the items given is \$31,441.
 b For day pupils only; cost per pupil for term of 60 evenings on average attendance, \$3.22.
 c \$4,500 paid into the sinking fund, and interest amounting to \$3,113.
 d Total expenditure for the schools of the three districts of the city; no itemized report of incidental expenses from second district.
 e For all incidental or contingent expenses.
 f Estimated.
 g This is the sum of the items given, though the reported total is but \$12,945.
 h Includes salaries of janitor and book-keeper.
 i Includes pay of janitors.
 j These statistics are from a return for the year ending December 31, 1882.
 k Paid by the city at large, and not included in total school expenditure.
 l \$3,459 in addition were spent for evening schools.
 m Exclusive of evening schools.
 n These statistics are for all schools, white and colored, in the District of Columbia.

Cities containing 7,500 inhabitants and over from which no statistics have been received.

State.	City.	State.	City.	State.	City.	State.	City.	State.	City.
Alabama	Mobile	Illinois	Danville	Massachusetts	Brockton	New York	Hornellsville	Texas	Anstin
Do	Do	Do	East St. Louis	Do	Lawrence	North Carolina	Raleigh	Do	Dallas
Do	Selma	Do	Jacksonville	Do	Medford	Do	Wilmington	Do	San Antonio
Colorado	Jacksonville	Indiana	Burlington	Do	Quincy	Ohio	Bellaire	Vermont	Rutland
Florida	Aurora	Iowa	Shreveport	Michigan	Bay City	Do	Cleveland	Wisconsin	Eau Claire
Georgia	Aurora	Kentucky	Shreveport	Do	Kalamazoo	Do	Mansfield	Do	Madison
Illinois	Cairo	Louisiana	Cumberland	Do	Lansing	Do	Yonkers	Utah	Youngstown
Do	Do	Maryland	Do	Minnesota	Stillwater	Do	Zanesville	Do	Salt Lake City

TABLE III.—PART 1.—Statistics of public normal schools for 1883-'84; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.				Number of students.			
				State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year. ^a					Total.	Normal.		Other.
				5	6	7	8	9	10	11	12	13	14	15	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1 State Normal School.....	Florence, Ala.....	1873	Rev. Hardie Brown, D. D., pres't	\$7,500				8	276	55	37	107	77		
2 Normal School for Colored Teachers.....	Huntsville, Ala.....	1875	William H. Council	2,000			\$10 25	4	195	91	104	122	100		
3 State Normal School.....	Jacksonville, Ala.....	1883	James G. Ryan, Jr., M. A.	2,500			10 12	4	247	7	18	122	100		
4 Alabama Normal College.....	Livingston, Ala.....	1883	Dr. Carlos G. Smith and Misses S. Twililer	2,500				10	112		18		94		
5 Lincoln Normal University.....	Marion, Ala.....	1873	William H. Peterson	4,000			12 54	8	303	57	55	77	114		
6 Tuskegee Normal School.....	Tuskegee, Ala.....	1884	Booker T. Washington	3,000	\$200		17 14	8	175	90	85				
7 Normal department, Arkansas Industrial University.....	Fayetteville, Ark.....	1872	Col. Geo. M. Edgar, pres't												
8 Branch Normal College of Arkansas In- dustrial University.....	Pine Bluff, Ark.....	1875	J. C. Corbin, A. M.	2,500			12 50	3	200	31	9	90	70		
9 Los Angeles Normal School.....	Los Angeles, Cal.....	1882	Ira More	15,000	0	\$0	\$80 00	7	397	28	159	106	104		
10 Normal department of Girls' High School.....	San Francisco, Cal.....	1876	John Swett		2,500			1	56		56				
11 California State Normal School.....	San Jose, Cal.....	1862	Charles H. Allen, A. M.	40,000	0	0	65 00	19	760	90	510	71	89		
12 Normal department, University of Colo- rado.....	Boulder, Colo.....	1877	E. W. Thomas					1	20	3	17				
13 Connecticut State Normal School*.....	New Britain, Conn.....	1860	Isaac N. Carleton, A. M. d.	12,000			100 00	9	123	3	120				
14 East Florida Seminary.....	Gainesville, Fla.....	1853	Edwin P. Carter, A. M., pres't	750			30 00	0	122	16	9	74	23		
15 Normal department, North Georgia Agri- cultural College.....	Dahlonega, Ga.....	1877	Hon. D. W. Lewis, A. M., pres't	0	0	0	0	15	183	35	15	100	33		
16 Southern Illinois Normal University.....	Carbondale, Ill.....	1874	Rev. Robert Allyn, D. D., LL. D.	21,040			38 97	13	540	102	95	161	182		
17 Illinois State Normal University.....	Normal, Ill.....	1857	Edw. C. Havett LL. D., pres't	24,990			64 10	15	839	160	329	179	171		
18 Cook County Normal and Training School ^g	Normal Park, Ill.....	1867	Col. Francis W. Parker	25,000				2	781		(334)		(447)		
19 Training school department of public schools.	Fort Wayne, Ind.....	1867	Miss Martha A. Jones			(h)		1	11						

[illegible]

* From Report of the Commissioner of Education for 1882-83.

a Exclusive of appropriations for permanent objects.

b This is for normal pupils only.

c These statistics are for the year ending June 1, 1883; since then it is reported that the first two years of the normal work are the same as those of the preparatory department, and that the remainder of the normal work is, as yet, unprovided for.

d Succeeded July, 1883, by C. F. Carroll.

e As East Florida Seminary; reorganized as State Normal School in 1880.

f These are in model department, and include pupils of the grammar and primary as well as those of the secondary or high school grade.

g Training class of the Chicago Frobel Kindergarten Association was removed from Chicago to this school in October, 1883.

h Appropriation in common with other public schools of the city.

i There were 95 males and 100 females in the training school.

j Includes \$30,000 for building.

k There were 27 males and 25 females in attendance in the model school.

l Includes instructors in the high school.

m These are high school pupils.

n Associated with this school is a Kindergarten normal department.

o Includes income from endowment.

p No special appropriation; the salaries aggregate \$8,160, and this is about the cost of the school.

q These figures are for the year 1882.

r Salary of principal and assistant.

s In course (the art of teaching), 30 students; course 2 (the science of education), 48; course 3 (school supervision), 16; course 4 (teachers' seminary), 10; course 5 (history of education), 10.

t \$7,700 are for improvements and repairs.

TABLE III.—PART I.—Statistics of public normal schools for 1883-'84, &c.—Continued.

Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.					
				State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.		Normal.		Other.			
									Male.	Female.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
49	Mississippi State Normal School.....	1870	W. B. Highgate, A. M.....	\$3,000				3	155	6104	651			
50	Tongaloo University.....	1869	William Herbert Thrall.....	3,000		\$0	\$19 35	16	240	25	8	82	125	
51	Missouri State Normal School, third district.....	1873	Richard C. Norton, A. M., president.....	224,784			40 32	8	248	148	100			
52	Normal department of the University of the State of Missouri.....	1849	D. R. McAnally, Jr., A. M., dean.....	d560				16	610	13	24	401	82	
53	Lincoln Institute.....	1866	Imman E. Page, A. M.....	8,000			38 00	7	217	37	15	73	92	
54	Missouri State Normal School, first district.....	1867	J. P. Blanton, A. M.....	10,000	0	0	20 00	11	682	264	237	87	94	
55	Liberal Normal School.....	1882	W. E. Grayston.....	100	320	6,395	1 00	2	113	2	3	47	61	
56	St. Louis Normal School.....	1857	F. Louis Soldan.....			0	25 01	6	64		64			
57	State Normal School, second district.....	1871	Geo. L. Osborne, A. M., pres't.....	10,000	0			11	463	209	186	33	35	
58	Chair of didactics, University of Nebraska.....	1881	Prof. S. R. Thompson, A. M.....					1	20	8	12			
59	Nebraska State Normal School.....	1867	George L. Farham, A. M.....	14,350			40 26	10	339	167	84	38	50	
60	Manchester Training School for Teachers.....	1869	Miss Sarah E. Sprague.....	0	0	1,750	97 00	4	211	0	11	92	108	
61	New Hampshire State Normal School*.....	1871	Henry P. Warren, A. B.....	e6,750	0	1,200		1	51	2	49	0	0	
62	Newark Normal School.....	1879	Jane E. Johnson.....			1,340		1	38		38			
63	Normal Training Class.....		J. A. Reinhart, Ph. D.....					2	25		25			
64	New Jersey State Normal School.....	1855	Washington Hasbrouck, Ph. D.....	20,000				11	659	24	190	7200	7245	
65	State Normal School.....	1844	Edward P. Waterbury, A. M., Ph. D., president.....	18,000				13	638	159	390	57	122	
66	State Normal and Training School*.....	1867	Charles D. McLean, A. M., LL. B.....	18,000			19 23	17	936	129	278	245	284	
67	State Normal and Training School.....	1871	Henry B. Buckham.....	17,878				16	233		(233)			
68	State Normal and Training School.....	1869	James H. Hoose, A. M., Ph. D.....	18,000	0	0		13	767	121	239	9186	9221	
69	State Normal and Training School.....	1868	Francis B. Palmer, Ph. D.....	421,800			52 60	17	622	68	173	137	224	

70	State Normal and Training School.....	Genesee, N. Y.....	1871	William J. Milne, Ph.D., LL.D.	18,000	0	0	17	495	(368)	(128)
71	Normal College.....	New York, N. Y.....	1870	Thomas Hunter, Ph.D.	0	0	96,000	1,520	0	1,520	0
72	State Normal and Training School.....	Oswego, N. Y.....	1861	Edward A. Sheldon, A. M., Ph.D.	1,800	0	0	55	22	14	277
73	State Normal and Training School.....	Potsdam, N. Y.....	1869	E. H. Cook.....	24,000	0	0	14	398	89	50
74	Syracuse Training School.....	Syracuse, N. Y.....	1880	George A. Bacon, principal of high school.	0	0	(6)	3	30	30	60
75	University Normal School.....	Chapel Hill, N. C.....	1877	Prof. Julius L. Tomlinson, A. M.	2,000	0	0	6	00	97	60
76	Elizabeth City State Normal School.....	Elizabeth City, N. C.....	1881	S. L. Sheep.....	500	0	0	5	00	6	0
77	State Colored Normal School.....	Waynesville, N. C.....	1877	E. E. Smith, A. M.	2,000	0	0	3	498	78	161
78	Franklin Normal School.....	Franklin, N. C.....	1881	N. Y. Gully.....	500	0	0	5	00	54	46
79	State Colored Normal School (Albion Academy).....	Franklin, N. C.....	1881	Rev. Moses A. Hopkins.....	500	300	2905	2	75	6	300
80	New Bern State Normal School.....	New Bern, N. C.....	1881	John A. Savage.....	500	0	0	6	140	30	25
81	Newton State Normal School.....	Newton, N. C.....	1881	Narciss C. English.....	500	0	0	10	200	62	32
82	Plymouth State Colored Normal School.....	Plymouth, N. C.....	1881	E. F. Chivard.....	500	0	0	4	46	71	25
83	State Colored Normal School.....	Salisbury, N. C.....	1881	Rev. J. O. Crosby.....	500	382	250	4	00	2	125
84	Wilson State Normal School.....	Wilson, N. C.....	1881	Prof. J. L. Tomlinson, A. M., superintendent.	500	100	2300	11	191	(191)	106
85	Cincinnati Normal School.....	Cincinnati, Ohio.....	1868	L. K. Klemm, Ph.D. (acting) superintendent.	0	0	7,420	0	65	65	0
86	Cleveland City Training School.....	Cleveland, Ohio (72 Prospect street).....	1874	Ellen G. Reveley.....	0	0	(6)	4	66	0	66
87	Dayton Normal and Training School.....	Dayton, Ohio.....	1869	Mary F. Hall.....	0	0	701,500	2	24	24	0
88	Geneva Normal School.....	Geneva, Ohio.....	1868	James S. Otis, A. M.	0	0	1,112	9	36	11	185
89	Ashland College and Normal School.....	Ashland, Ore.....	1876	M. G. Royal, A. M., president.	0	0	0	75	70	28	36
90	University of Oregon, normal department.....	Eugene City, Ore.....	1879	J. W. Johnson, A. M., pres't.	0	0	0	8	21	12	(49)
91	Oregon State Normal School.....	Monmouth, Ore.....	1882	D. T. Stanley, A. M., pres't.	0	0	0	0	0	8	21
92	Pennsylvania State Normal School, sixth district.....	Bloomsburg, Pa.....	1869	Rev. David J. Waller, jr., A. M.	5,000	0	0	(c)	14	367	125
93	Southwestern State Normal School.....	California, Pa.....	1874	Theo. B. Noss, A. M.	5,000	0	0	(c)	11	574	155
94	State Normal School.....	Edinboro, Pa.....	1857	A. C. Cooper, A. M.	5,000	0	0	15	00	12	672
95	State Normal School at Indiana.....	Indiana, Pa.....	1875	Leonard H. Durling, A. M.	95,000	0	0	15	523	145	232
96	Keystone State Normal School.....	Kutztown, Pa.....	1866	Rev. Nathan C. Schaefer, Ph.D.	5,000	0	0	(c)	17	564	339
97	Central State Normal School.....	Lock Haven, Pa.....	1877	Albert N. Raub, Ph.D.	5,000	0	0	(c)	11	296	101
98	Pennsylvania State Normal School, fifth district.....	Mansfield, Pa.....	1867	D. C. Thomas, A. M.	8,000	0	0	10	332	110	121
99	Pennsylvania State Normal School, second district.....	Millersville, Pa.....	1855	B. F. Shaub, A. M.	10,000	0	0	(c)	24	588	285
100	Philadelphia Normal School for Girls.....	Philadelphia, Pa.....	1848	George W. Fetter.....	0	0	0	25	995	995	0
101	Cumberland Valley State Normal School.....	Shippensburg, Pa.....	1873	S. B. Helges.....	5,000	0	0	(c)	13	262	99

m For principal's salary.

n For all departments.

o Fifty cents a week for normal pupils and \$50 to each graduate agreeing to teach two years in the State.

p These are in the model school, which includes primary, intermediate, and grammar grades.

q This amount expended in paying interest and reducing indebtedness.

r These are in the model school.

s Exclusive of appropriations for permanent objects.

t Of this \$3,800 are for repairs.

u Appropriation in common with the high school.

v From Peabody fund.

w These figures are for the year 1882.

x Appropriation in common with other public schools of the city.

* From Report of the Commissioner of Education for 1882-83.

a Exclusive of appropriations for permanent objects.

b Includes other students.

c Includes \$12,784 for improvements.

d Special appropriation for the purchase of books and appliances; other appropriations in common with other departments of the university.

e \$1,750 special appropriation.

TABLE III.—PART 1.—Statistics of public normal schools for 1883-'84, &c.—Continued.

	Name.	Location.	2	Date of organization.	Principal.	Appropriation for the last year.				Number of students.					
						State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year. ^a	Number of instructors.			Normal.		Other.
										Total.	Male.	Female.	Male.	Female.	
	1		3	4	5	6	7	8	9	10	11	12	13	14	
102	West Chester State Normal School.....	West Chester, Pa.....	1871	George Morris Philips, A. M.	\$5,000	\$0	\$0	(b)	22	466	187	210	38	31	
103	Rhode Island State Normal School.....	Providence, R. I.....	1871	Rev. Thomas J. Morgan, D. D.	\$2,000				8	160	7	139	....	14
104	State Normal College, University of Nashville, Tenn.....	Nashville, Tenn.....	1875	Rev. Eben S. Stearns, S. T. D., president.	10,000				14	154	49	105	0	0	
105	Sam Houston Normal Institute.....	Huntsville, Tex.....	1879	J. Baldwin, president.....	18,000	0	0	\$90 00	7	200	77	123	0	0	
106	State Normal School.....	Castleton, Vt.....	1867	Abel Edgar Leavenworth, A. M.	1,936	ci20	0	23 50	4	125	32	50	22	21	
107	Johnson State Normal School.....	Johnson, Vt.....	1867	Edward Conant.....	1,000			20 00	6	114	24	90	0	0	
108	State Normal School.....	Randolph, Vt.....	1867	Andrew W. Edson, A. M.					6	270	87	183	....	....
109	State Normal College for Females.....	Farmville, Va.....	(d)	F. N. Watkins, secretary.....											
110	Hampton Normal and Agricultural Institute.	Hampton, Va.....	1868	Samuel C. Armstrong.....	ci1,463	0	0	19 70	758	154	141	189	98		
111	Virginia Normal and Collegiate Institute.	Petersburg, Va.....	1883	James Storum, A. M.....	120,000	0	0	45 37	6	119	55	64	0	0	
112	Richmond Normal School.....	Richmond, Va.....	1867	R. M. Manly.....			3,725	30 00	6	106	34	72	7	5	
113	Concord State Normal School*.....	Concord, W. Va.....	1875	James H. French.....	1,450			35 00	3	90	49	29	7	....
114	Farmington State Normal School.....	Farmington, W. Va.....	1869	Conrad A. Sipe, A. M.....	2,000	0	0		8	200	105	68	17	10	
115	Glenville State Normal School.....	Glenville, W. Va.....	1873	R. F. Kidd.....	2,000	0	0	17 00	7	114	75	68	1	0	
116	Shenandoah State Normal School.....	Harper's Ferry, W. Va.....	1867	Rev. N. C. Brackett, Ph. D.....	600	200	0	3 00	6	231	95	101	17	18	
117	Marshall College.....	Huntington, W. Va.....	1867	R. H. Thackston, A. M.....	1,200				3	98	29	51	8	10	
118	Shepherd College.....	Shepherdstown, W. Va.....	1873	D. D. Pendleton, A. M.....	1,050	0	0		2	49	15	19	10	5	
119	West Liberty State Normal School.....	West Liberty, W. Va.....	1871	D. T. Williams.....	1,140			25 00	4	52	28	19	3	2	
120	Milwaukee Normal School.....	Milwaukee, Wis.....	1871	Sarah A. Stewart.....			1,500		17	635	151	262	96	146	
121	State Normal School.....	Oshkosh, Wis.....	1871	George S. Albee, president.....					15	459	94	149	114	162	
122	Wisconsin State Normal School ^b	Platteville, Wis.....	1866	Duncan McGregor, A. M., president.											
123	State Normal School.....	River Falls, Wis.....	1875	W. D. Parker, president.....	16,113	0	0	41 95	11	374	35	100	95	144	
124	State Normal School.....	Whitewater, Wis.....	1868	J. W. Stearns, LL. D., pres't.	21,232	0	0		13	517	101	235	85	95	

TABLE III.—PART 1.—Statistics of public normal schools for 1883-'84, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Graduates in the last year.		Number of years in full course of study.		Number of weeks in scholastic year.		Library.				Annual charge to each student for tuition.		Is drawing taught?		Has the school a collection of models, casts, apparatus, and examples for free hand drawing?		Is music taught?		School possesses a chemical laboratory?		School possesses a philosophical cabinet and apparatus?		School possesses a museum of natural history?		School possesses a gymnasium?		Model school attached to the institution?		Students receive diplomas or certificates on completion of course?		Graduates teach in State common schools without further examination?		Time of anniversary.
	Whole number.	Number who have engaged in teaching.	Number of years in full course of study.		Number of weeks in scholastic year.		Library.				Annual charge to each student for tuition.		Is drawing taught?		Has the school a collection of models, casts, apparatus, and examples for free hand drawing?		Is music taught?		School possesses a chemical laboratory?		School possesses a philosophical cabinet and apparatus?		School possesses a museum of natural history?		School possesses a gymnasium?		Model school attached to the institution?		Students receive diplomas or certificates on completion of course?		Graduates teach in State common schools without further examination?		
			15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35										
1 State Normal School.....	22	14	3	40	800	110	75	10	10	0	0	x	x	x	0	0	0	0	x	x	x	June 12.											
2 Normal School for Colored Teachers.....	6	3	4	36	400	110	75	10	10	0	0	x	x	x	0	0	0	0	x	x	x	June 1.											
3 State Normal School.....	3	3	4	40	400	110	75	10	10	0	0	x	x	x	0	0	0	0	x	x	x	June 20.											
4 Alabama Normal College.....	3	3	2, 4	40	300	100	40	0	0	0	0	x	x	x	0	0	0	0	x	x	x	June.											
5 Lincoln Normal University.....	9	9	4	40	700	100	40	0	0	0	0	x	x	x	0	0	0	0	x	x	x	June 15-18.											
6 Tuskegee Normal School.....	9	9	4	36	700	100	40	0	0	0	0	x	x	x	0	0	0	0	x	x	x	May, last Thurs.											
7 Normal department, Arkansas Industrial University.....	4	4	3	40	800	50	20	0	0	0	0	x	x	x	0	0	0	0	x	x	x	June 12.											
8 Branch Normal College of Arkansas Industrial University.....	22	10	3	40	250	250	22	0	0	0	0	x	x	x	0	0	0	0	x	x	x	June 10-15.											
9 Los Angeles Normal School.....	56	25	3	40	500	500	56	0	0	0	0	x	x	x	0	0	0	0	x	x	x	May 29.											
10 Normal department of Girls' High School.....	87	78	3	40	1,700	40	100	3	0	0	0	x	x	x	0	0	0	0	x	x	x	May.											
11 California State Normal School.....	0	0	3	40	50	50	50	2	0	0	0	x	x	x	0	0	0	0	x	x	x	May.											
12 Normal department, University of Colorado.....	39	22	2	38	1,000	100	100	3	0	0	0	x	x	x	0	0	0	0	x	x	x	June 13.											
13 Connecticut State Normal School.....	1	1	6	39	1,000	100	25	0	5	0	0	x	x	x	0	0	0	0	x	x	x	June.											
14 East Florida Seminary.....	50	50	3	40	500	50	35	0	0	0	0	x	x	x	0	0	0	0	x	x	x	June, 2d week.											
15 Normal department, North Georgia Agricultural College.....	16	13	2, 4	39	7,600	73	2,500	17	40, 21	0	0	x	x	x	0	0	0	0	x	x	x	June, 2d Thurs.											
16 Southern Illinois Normal University.....	25	25	3	39	1,600	360	200	3	330	0	0	x	x	x	0	0	0	0	x	x	x	June 19.											
17 Illinois State Normal University.....	32	31	1	40	3,000	2,500	80	20	75	0	0	x	x	x	0	0	0	0	x	x	x	June.											
18 Cook County Normal and Training School.....	11	11	1	40	3,000	2,500	80	20	75	0	0	x	x	x	0	0	0	0	x	x	x	June.											
19 Training school department of public schools.....	24	24	14	38	200	200	75	0	0	0	0	x	x	x	0	0	0	0	x	x	x	June 18.											
20 Indianapolis Normal School.....	30	30	3	40	2,250	2,250	75	0	0	0	0	x	x	x	0	0	0	0	x	x	x	June 14.											
21 Indiana State Normal School.....	30	30	3	40	2,250	2,250	75	0	0	0	0	x	x	x	0	0	0	0	x	x	x	June 14.											

[illegible]

* From Report of the Commissioner of Education for 1882-'83.
a To normal pupils.
b To normal pupils; others, \$7.50 to \$30.
c To normal pupils; others, \$20 to \$30 a year.
d The State gives county and city boards discretionary power in the matter.
e In addition to three years in the high school.
f These statistics are for the year ending June, 1883; since then it is reported that the first two years of normal work are the same as those of the preparatory department, and that the remainder of the normal work is, as yet, unprovided for.
g Uses that of university.
h Free to normal pupils; to others, \$20 to \$30.
i Free to those pledged to teach in the State.
j Training class of the Chicago, Fröbel, Kindergarten Association as removed from Chicago to this school in October, 1883.
k In all schools of the county, except those of Chicago.
l These items all belong to the public school system.
m Certificates are given on completion of course; diplomas at the end of two years of teaching.
n Graduates teach on receiving diplomas.
o Four years in high and one after in the training school.
p Also see report of university library (Table IX).
q After two years of successful teaching, graduates may receive the degree of "bachelor of didactics."
r Associated with this school is a Kindergarten normal department.

TABLE III.—PART I.—Statistics of public normal schools for 1883-'84, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.				Annual charge to each student for tuition.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free hand drawing?	Is music taught?		School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas or certificates on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
	Whole number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.	Number of educational journals and magazines taken.				Vocal.	Instrumental.								
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Missouri State Normal School, first district.	17	16	4	50	1,000	300	25	24	\$20 15, 36	x	0	x	x	x	x	0	0	x	x	b x	June 18.
Liberal Normal School.	22	22	3	36	450	120	35	6	15, 36	x	0	x	x	x	x	0	0	x	x	c x	June, 1st Friday.
St. Louis Normal School.	44	28	2, 3, 4	40	229	12	69	8	0	0	0	0	0	0	0	0	0	0	0	d x	Jan. and June.
State Normal School, second district*.	22	24	2, 3, 4	40	1,000	450	35	5	a 16	0	0	0	0	0	0	0	0	0	0	0	June.
Chair of didactics, University of Nebraska.	(e)	(e)	2, 5	88	4,000	10	116	2	0	0	0	0	0	0	0	0	0	0	0	h x	June 18.
Nebraska State Normal School.	46	(e)	2, 5	88	2,031	50	77	25	g 5	0	0	0	0	0	0	0	0	0	0	d x	June.
Manchester Training School for Teachers.	8	5	1, 2	20	50	50	42	5	0	0	0	0	0	0	0	0	0	0	0	0	June, last Tues.
New Hampshire State Normal School*.	10	10	2	40	300	30	75	5	0	0	0	0	0	0	0	0	0	0	0	d x	June.
Newark Normal School.	35	24	1	40	(e)	0	25	0	0	0	0	0	0	0	0	0	0	0	0	0	February 1.
Normal Training Class.	25	24	1	40	500	0	10	1	0	0	0	0	0	0	0	0	0	0	0	d x	June, last Thurs.
New Jersey State Normal School.	27	25	2	38	317	11	50	0	0	0	0	0	0	0	0	0	0	0	0	d x	June 26.
State Normal School.	83	20	4	40	914	0	300	20	k 0	0	0	0	0	0	0	0	0	0	0	0	June.
State Normal and Training School*.	27	24	4	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Jan. and June.
State Normal and Training School.	19	55	2, 3, 4	40	1,806	600	300	20	0	0	0	0	0	0	0	0	0	0	0	x x	June 27.
State Normal and Training School.	60	15	2, 4	40	1,800	40	50	0	0	0	0	0	0	0	0	0	0	0	0	x x	June.
State Normal and Training School.	26	15	2, 4	40	1,800	40	50	0	0	0	0	0	0	0	0	0	0	0	0	d x	June, last Thurs.
State Normal and Training School.	33	33	2, 3, 4	40	350	40	450	3	0	0	0	0	0	0	0	0	0	0	0	x x	July 2.
State Normal and Training School.	70	33	2, 3, 4	40	700	7	55	8	0	0	0	0	0	0	0	0	0	0	0	x x	Jan. and June.
Normal College.	238	39	2, 3, 4	40	350	40	450	3	0	(n)	0	0	0	0	0	0	0	0	0	d x	July, third week.
State Normal and Training School.	51	39	2, 3, 4	40	700	7	55	8	0	0	0	0	0	0	0	0	0	0	0	0	June.
State Normal and Training School.	22	22	2, 3, 4	40	40	40	45	0	0	0	0	0	0	0	0	0	0	0	0	x x	June, last Thurs.
Syracuse Training School.	15	15	1	40	45	45	45	0	0	0	0	0	0	0	0	0	0	0	0	x x	July 2.
University Normal School.	4	4	2	36	252	18	12	6	0	0	0	0	0	0	0	0	0	0	0	x x	Jan. and June.
Elizabeth City State Normal School.	4	4	3	36	252	18	12	6	0	0	0	0	0	0	0	0	0	0	0	0	July, third week.
State Colored Normal School.	4	4	3	36	252	18	12	6	0	0	0	0	0	0	0	0	0	0	0	0	June.

64 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77

TABLE III.—PART 1.—*Statistics of public normal schools for 1882-'84, &c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.				Number of educational journals and magazines taken.	Annual charge to each student for tuition.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free hand drawing?	Is music taught?		School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas or certificates on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
	Whole number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.															
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
112 Richmond Normal School.....	10	7	3	39	400	0	40	2	\$0	0	0	x	0	x	0	0	0	0	0	0	June 15.	
113 Concord State Normal School.....	11	8	3	40	250	30	60	20	220	0	0	x	x	x	x	0	0	0	0	0	June 22.	
114 Fairmount State Normal School.....	8	8	3	40	700	600	10	20	a21-33	0	0	0	0	0	0	0	0	0	0	0	June 24 Thurs.	
115 Glenville State Normal School.....	8	8	3	40	8,500	100	25	2	a20, 24	0	0	0	0	0	0	0	0	0	0	0	June 30.	
116 Storer College.....	13	6	3, 4	40	1,300	100	2	2	4-6	x	0	0	0	0	0	0	0	0	0	0	May 30.	
117 Marshall College, State Normal School.....	8	8	3	40	350	0	8	2	a20	0	0	0	0	0	0	0	0	0	0	0	June 13.	
118 Shepherd College.....	1	1	3	40	400	0	8	2	a20-32	0	0	0	0	0	0	0	0	0	0	0	June 26.	
119 West Liberty State Normal School.....	23	23	3	40	5,249	571	357	6	0	0	0	x	x	x	0	0	0	x	x	0	June 3d Thurs.	
120 Milwaukee Normal School.....	27	20	4, 3	40	4,887	120	200	8	0	0	0	x	x	x	x	x	x	x	x	0	June 3d Thurs.	
121 State Normal School.....	20	20	2, 4	40	1,300	120	200	8	0	0	0	x	x	x	x	x	x	x	x	0	June 19.	
122 Wisconsin State Normal School.....	18	18	4	40	1,414	190	28	6	0	0	0	x	x	x	x	x	x	x	x	0	June 19.	
123 State Normal School.....	440	37	4, 3	40	150	12	12	6	0	0	0	x	x	x	x	x	x	x	x	0	June 19.	
124 Miner Normal School.....	13	13	7	40	(f)	(f)	(f)	1	48	0	0	x	x	x	x	x	x	x	x	0	May 30.	
125 Normal department, University of Deseret.....	20	20	2	40	2,000	100	150	4	44	0	0	x	x	x	x	x	x	x	x	0	June.	
126 Normal department, University of Washington Territory.....	1	1	3	40																		
127																						

* From Report of the Commissioner of Education for 1882-'83.

a To those who are not State normal students.

d These figures are for the year 1882.

c Thirty-two of these finished the shorter course and received certificates only.

f Reported with classical department (see Table IX).

TABLE III.—PART 2.—Statistics of private normal schools for 1883-'84; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of organization.	Principal.	Number of instructors.	Number of students.				Whole number.	Graduates in the last year.	
						Normal.		Other.				
						Total.	Male.	Female.	Male.			Female.
1	2	3	4	5	6	7	8	9	10	11	12	
1	East Normal Institute.....	Huntsville, Ala.....	1870	M. L. Raines.....	3	150	60	90			0	
2	Emerson Institute*.....	Mobile, Ala.....	1873	Miss Emma R. Caughey.....	9	252	6	16	77	153		10
3	Normal department, Talladega College.....	Talladega, Ala.....	1869	George H. Howe.....	10	57	32	25			5	3
4	Southland College and Normal Institute.....	Helena, Ark.....	1864	Miss Henrietta S. Kitteral.....	4	311	(61)		(250)		4	
5	California Kindergarten Training School.....	San Francisco, Cal. (1504 Jones street).....	1880	Mrs. Kate D. Smith Wiggin.....	1	26		26			24	18
6	Pacific Kindergarten Normal School*.....	San Francisco, Cal. (cor. Van Ness ave. and Sacramento st.).....	1876	Miss Emma Marwedel.....	4	15		15			15	
7	Normal department of Atlanta University.*.....	Atlanta, Ga.....	1867	Charles P. Sinnott.....		265	(61)		(204)			
8	Normal department of Clark University.....	Atlanta, Ga.....	1869	Rev. E. O. Thayer, M. A., president.....	6	25	8	17				
9	Evangelical Lutheran Teachers' Seminary.....	Addison, Ill.....	1864	E. A. W. Krauss.....	6	161	161				20	20
10	Aurora Normal School ^a	Aurora, Ill.....	1857	Rev. John B. Robinson, D. D., Ph. D.....	7	500	300	200			6	5
11	Western Normal College.....	Bushnell, Ill.....	1881	J. A. Lyons.....	2	32		32				
12	Free Training School for Kindergartners.*.....	Chicago, Ill. (Michigan avenue and 22d street).....	1882	Miss Matilda H. Ross.....	2							
13	Normal School for Training Kindergartners.....	Danville, Ill.....		Miss Emma T. Lehman.....	1							
14	Northern Illinois Normal School.....	Dixon, Ill.....	1881	J. B. Dille.....	17	887	512	325			21	
15	Elmhurst Evangelical Proseminary.....	Elmhurst, Ill.....	1872	Rev. Peter Goebel.....	7	116	95		21		24	5
16	Normal department of Eureka College.....	Eureka, Ill.....	1883	J. V. Coombs, A. B.....	5	60	25	35				
17	Northern Illinois College and Normal School.....	Fulton, Ill.....	1866	A. M. Hansen, A. M., president.....	67	25	12	13				
18	Morris Normal and Scientific School.....	Morris, Ill.....	1878	C. K. Perrine, A. M.....	13	246	9	11	95	131	30	29
19	Teachers' Training School and School of Individual Instruction.....	Oregon, Ill.....	1879	E. L. Wells.....	3	124	24	58	27	15	0	0

^a A department of Jennings Seminary (Table VI), its statistics are there included.
^b For all departments.
 * From Report of the Commissioner of Education for 1882-'83.

TABLE III.—PART 2.—Statistics of private normal schools for 1883-'84, &c.—Continued.

No.	Name.	Location.	Date of organization.	Principal.	Number of instructors.	Number of students.				Graduates in the last year.		
						Total.	Normal.		Other.	Whole number.	Number who have engaged in teaching.	
							Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12
20	Central Normal College.....	Danville, Ind.....	1875	Mrs. Frank P. Adams.....	12	1,051	717	334	.....	.....	82	.....
21	Elkhart Normal School.....	Elkhart, Ind.....	1882	Henry A. Mumaw.....	4	140	94	46	.....	.....	.....	.....
22	Fort Wayne College, normal department.*	Fort Wayne, Ind.....	1877	Rev. W. F. Yocum, A. M.....	6	315	20	18	(277)	.....	3	.....
23	Indiana Kindergarten Training School ^a	Indianapolis, Ind.....	1882	Mrs. E. A. Blaker.....	3	25	.....	9	6	10	8	8
24	Indianapolis Kindergarten Training School.	Indianapolis, Ind.....	1875	Alice Chapin.....	5	14	.....	14	.....	.....	8	.....
25	Central Indiana Normal School and Business Institute.	Ladoga, Ind.....	1876	A. F. Knotts.....	14	492	273	219	.....	.....	8	0
26	Mrs. Hallmann's Training Class for Kindergartners.	La Porte, Ind.....	.....	Mrs. Eudora Hallmann.....	2	7	.....	7	.....	.....	6	2
27	American Normal College.....	Logansport, Ind.....	1884	J. Fraise Richard, president.....	13	150	40	55	25	30	0	0
28	Southern Indiana Normal College.....	Mitchell, Ind.....	1880	W. E. Lugenbeel, president.....	10	550	300	250	.....	.....	46	30
29	Southern Indiana Normal School.....	Paoli, Ind.....	1875	W. T. Gooden.....	4	.....	.....	.....	.....	.....	6	2
30	Richmond Normal School.....	Richmond, Ind.....	1883	Cyrus W. Hodgins.....	7	245	40	131	37	37	.....	.....
31	Normal department, Spiceland Academy. ^b	Spiceland, Ind.....	1870	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	Northern Indiana Normal School and Business Institute.	Valparaiso, Ind.....	1873	H. B. Brown.....	24	63,350	41,360	6820	6650	6520	234	187
33	Normal and Scientific Institute.....	Bloomfield, Iowa.....	1878	A. H. Conrad and S. H. Strite.....	7	381	150	105	80	46	18	12
34	Amity College, normal department.....	College Springs, Iowa.....	1874	Rev. T. J. Kennedy, D. D., president.....	.....	35	20	15	.....	.....	2	.....
35	Eastern Iowa Normal School.....	Columbus Junction, Iowa.....	1874	Edwin R. Eldridge, president.....	7	224	55	112	55	10	4	3
36	Normal department of the Norwegian Luther College.	Decorah, Iowa.....	1878	Rev. Laur. Larsen, president.....	.....	12	12	0	0	0	1	0
37	Dexter Normal School.....	Dexter, Iowa.....	1879	Jesse Summers.....	6	.....	.....	.....	.....	.....	.....	.....
38	Normal department of Upper Iowa University.	Fayette, Iowa.....	1857	C. P. Colgrove, A. M.....	9	118	63	55	.....	.....	.....	.....
39	Iowa City Academy, normal department. ^c	Iowa City, Iowa.....	1878	Galen A. Graves, A. M.....	.....	.....	.....	.....	.....	.....	.....	.....
40	Normal department of Cornell College.	Mt. Vernon, Iowa.....	1872	Hamline H. Freer, M. S.....	10	50	32	18	.....	.....	11	7
41	Whittier College and Normal Institute.	Salom, Iowa.....	1867	Levi Gregory.....	2	102	.....	.....	55	47	0	0

	Teachers' Seminary of the German Evangelical Lutheran Synod.	Waverly, Iowa.	1878	Rev. G. Grossmann.	2	25	0	16	25	8	5
42	Normal department, Baker University.	Baldwin City, Kans.	1858	W. H. Sweet, A. M., president	8	16	0	16	.....	.....	.....
43	Kansas Normal College and Business Institute.	Fort Scott, Kans.	1879	D. E. Sanders	9	.....	.....	.....	.....	.....	.....
44	Campbell Normal University and Commercial Institute.	Holton, Kans.	1882	J. H. Miller, president	12	338	(201)	(137)	(768)	22	20
45	Kansas Normal School and Business Institute.	Paola, Kans.	1878	John Wherrell	4	1,028	(260)	.....	.....	21	12
46	Kentucky Presbyterian Normal School.	Anchorage, Ky.	1860	Prof. R. C. Morrison	13	146	.....	.....	.....	.....	.....
47	The Southern Normal School and Business College.	Bowling Green, Ky.	1875	A. W. Mel	12	282	(98)	.....	.....	12	.....
48	Glasgow Normal School.	Glasgow, Ky.	1875	J. M. Stallsworth	7	275	125	150	.....	8	5
49	Normal department of the State University.	Louisville, Ky.	1879	Miss Mary V. Cook	99	93	.....	.....	.....	.....	.....
50	Kentucky Female Orphan School.	Midway, Ky.	1849	S. P. Lucy, A. M.	5	80	80	.....	.....	8	8
51	Normal department of New Orleans University.	New Orleans, La.	1869	Rev. James A. Dean, A. M., D. D., president.	25	20	5	20	.....	8	.....
52	Normal department of Straight University.	New Orleans, La.	1869	Prof. R. C. Hitchcock	3	50	30	20	.....	.....	.....
53	Peabody Normal School for Colored Students.	New Orleans, La. (Fisk school building).	1877	Sylvanie F. Williams	1	15	0	10	0	5	0
54	Peabody Normal Seminary.	New Orleans, La. (370 Baronne street).	1870	Robert Mills Lusher	2	12	0	12	0	0	2
55	Normal department of Maine Central Institute.	Pittsfield, Me.	1870	O. H. Drake, A. B.	6	.....	.....	.....	.....	7	4
56	Oak Grove Seminary, normal department.	Vassalborough, Me.	1857	Charles H. Jones	74	.....	.....	.....	.....	6	1
57	Centenary Biblical Institute, normal department.	Baltimore, Md. (corner Fulton and Edmonson avenues).	1872	Rev. W. Maslin Frysinger, D. D., president.	.....	7	.....	.....	.....	.....	.....
58	The Theresiaum (Notre Dame of Maryland).	Embla, Md.	1877	School Sisters of Notre Dame.	5	20	.....	20	.....	.....	.....
59	Kindergarten Normal Class.	Boston, Mass. (52 Chestnut street).	1872	Miss Mary J. Garland and Miss Rebecca J. Weston.	6	16	.....	16	.....	16	9
60	Normal School, Adrian College.	Hillsdale, Mich.	1859	D. S. Stephens, M. A., president	.....	71	36	35	.....	5	3
61	Normal department of Hillsdale College.	Hillsdale, Mich.	1855	Rev. De Witt C. Durbin, D. D.	12	174	100	74	.....	2	2
62	Normal department of Olivet College.	Olivet, Mich.	1880	Rev. J. Estabrook, M. A.	6	85	25	60	.....	18	12
63	Normal department of Rust University.	Holly Springs, Miss.	1869	Rev. W. W. Hooper, A. M., president.	98	106	77	29	.....	.....	.....
64	Iuka Normal Institute.	Iuka, Miss.	1882	H. A. Dean, A. M., and John Neuhardt, A. M.	6	245	19	31	85	110	.....
65	Jackson College.	Jackson, Miss.	1877	Rev. Charles Ayer, president.	5	130	59	41	12	18	4
66	St. Stanislaus Seminary.	Florisant, Mo.	1823	Rev. C. Coppens, S. J.	5	70	70	.....	.....	17	13
67	Normal department of La Grange College.	La Grange, Mo.	1839	J. F. Cook, M. A., D. D., president.	7	118	28	26	14	50	3

* From report of the Commissioner of Education for 1882-'83.
 a Associated with Indianapolis Academy, the statistics of which are here included.
 b No separate report for this department (see Table VI).
 c Students in various departments of work are here included.

d Students in beginning, advanced, and review classes are here included, "the student being allowed to enter at any time * * and continue as long as he can."
 e See report of Iowa City Academy and Normal School (Table VI).
 f Includes report of Bellewood Seminary, with which the Kentucky Presbyterian Normal School is associated.
 g For all departments.
 h Seminary buildings, library, &c., destroyed by fire in the spring of 1883, and school suspended for a year.

	Teachers' Seminary of the Evangelical Joint Synod of Ohio and Adjacent States.	Woodville, Ohio	1881	Rev. G. Cronenwett	3	18	18	
91	The Brethren's Normal College	Huntingdon, Pa.	1876	J. H. Brumbaugh	10	206	97	97
92	Lycemong County Normal School	Muncy, Pa.	1870	Charles Loebe	9	144	72	20
93	Centennial Kindergarten Training School for Teachers.	Philadelphia, Pa. (1607 Chestnut street).	1876	Ruth R. Burritt	1	27		26
94	Frobel Training School for Kindergar- ners.	Philadelphia, Pa. (Sansom street, above 21st street).	1881	Miss M. L. Morrison	1	5	3	3
95	Institute for Colored Youth*	Philadelphia, Pa. (Bain- bridge street, west of Ninth).	1887	Fanny Jackson Coppin	7	237	e57	e106
96	Philadelphia Training School for Kib- dergartners.	Philadelphia, Pa. (1333 Pine street).	1878	Mrs. M. L. Van Kirk	6	32		32
97	Normal department of Swarthmore College.	Swarthmore, Pa.	1869	Edward H. Magill, M. A., president.	1	15		15
98	Schofield Normal and Industrial School.	Aiken, S. C.	1868	William T. Rodenbach	8	398	12	8
99	Avery Normal Institute	Charleston, S. C.	1865	John A. Nichols, A. M.	11	355	26	42
100	Normal department of Brainerd Insti- tute.	Chester, S. C.	1874	Rev. S. Loomis	5	338	(24)	8
101	Normal department of Allen Univer- sity.*	Columbia, S. C.	1881	J. C. Waters	3	290	50	65
102	Normal School of Claflin University	Orangeburg, S. C.	1863	Rev. Edward Cooke, A. M., S. T. D.	5	92	28	64
103	Fairfield Normal Institute	Winesboro', S. C.	1869	Rev. Willard Richardson	4	450	150	100
104	Normal department of Kingsley Semi- nary.	Bloomington, Tenn.	1883	Joseph H. Keeton, A. M.	65	50	41	9
105	The Warner Institute*	Jonesborough, Tenn.	1875	Vardley Warner, f	6	109	10	7
106	Knoxville College	Knoxville, Tenn.	1875	Rev. F. S. McCulloch, D. D., president.	9	117	37	17
107	Piedmont's Normal Institute	Maryville, Tenn.	1874	Wm. P. Hastings	17	150	70	31
108	Maryville Normal and Preparatory School.*	Maryville, Tenn.	1878	Henry W. Spray	3	137	14	13
109	Normal department of Maryville Col- lege.	Maryville, Tenn.		William A. Cate, B. S.	1			
110	Le Moyne Normal Institute	Memphis, Tenn.	1872	A. J. Steele	10	350	49	37
111	Morristown Seminary*	Morrisstown, Tenn.	1881	Rev. J. S. Hill, A. M.	3	175	20	33
112	Central Tennessee College, normal de- partment.	Nashville, Tenn.	1866	Rev. John Braden, D. D., president.	4	235	123	112
113	Normal department of Fisk University	Nashville, Tenn.	1866	Rev. E. M. Cravath, M. A., president.	5	442	12	17
114	Normal department of Roger Williams University.	Nashville, Tenn.	1866	Rev. D. W. Phillips, D. D.	11	230	(69)	8
115	Tillotson Collegiate and Normal Insti- tute.	Austin, Tex.	1881	Rev. W. E. Brooks, A. M., president.	8	177	2	6
116	Virginia Normal School*	Bridgewater, Va.	1880	D. C. Flory	4	53	35	18
117	St. Stephen's Normal School	Petersburg, Va.	1871	Rev. Giles Buckner Cooke	7	275	10	15
118	Kindergarten Training School	Eau Claire, Wis.		Jennie Lloyd Jones	1	12		
119	Milwaukee Kindergarten Training School.	Milwaukee, Wis.		Sarah A. Stewart	1	22		

In the high school department.

of Succeeded since date of return here made by Mrs. Nelson.

2. These also instruct in other departments

Has since gone to Tougaloo University, Mississippi.

d Assisted by other college professors

TABLE III.—PART 2.—Statistics of private normal schools for 1883-'84, &c.—Continued.

Name.	Location.	Date of organization.	Principal.	Number of instructors.	Number of students.					Graduates in the last year.	
					Total.	Normal.		Other.		Whole number.	Number who have engaged in teaching.
						Male.	Female.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12
121 National German-American Teachers' Seminary.	Milwaukee, Wis. (643 Broadway).	1878	L. Keller	9	45	12	13	11	9	6	6
122 Catholic Normal School of the Holy Family.*	St. Francis, Wis.	1870	Rev. William Nen, rector	5	85	35	0	50	0	6	6
123 Fröbel Normal Institute	Washington, D. C. (1127 Thirtieth street, N.W.)	1875	Miss Susie Pollock	5	75	.....	5	30	40	7	5
124 Garfield Kindergarten Training School for Kindergartners.	Washington, D. C. (923 Nineteenth street).	1882	Mrs. Anna B. Orden	2	5	0	5	.....	.....	5	3
125 Kindergarten Normal Institute	Washington, D. C.	1875	Mrs. Louise Pollock	2	8	.....	8	.....	.....	7	.....
126 Normal department of Howard University.	Washington, D. C.	1807	Miss Martha B. Biggs	5	153	98	55	.....	.....	67	6
127 Normal department of Wayland Seminary.	Washington, D. C.	1805	Rev. G. M. P. King, A. M., president..	6	155	111	44	.....	.....	19	13
128 Brigham Young Academy, normal department.	Provo City, Utah	1876	Karl G. Maeser	9	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1882-'83.

a At the commencement in 1883.

TABLE III. — PART 2. — *Statistics of private normal schools for 1883-'84, &c. — Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.				Annual charge to each student	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free hand drawing?	Is music taught?		School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas or certificates on completion of course?	Graduates teach in State common schools without further examination?	Time of annual versary.											
			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.	Number of educational journals and magazines taken.				Vocal.	Instrumental.																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Rust Normal Institute.....	3	40	50	0	2	4	\$0	x	0	x	x	0	0	0	0	0	x	0	May, last week.											
Emerson Institute ^a	4	32	100	.....	25	2	8	x	0	x	x	0	0	0	0	0	x	0	May.										
Normal department, Talladega College.....	4	34	(a)	(a)	50	3	10	x	0	0	x	0	x	x	0	0	x	0	June 30.											
Southland College and Normal Institute.....	3, 4	36	500	25	.....	5	13 ^b	x	0	0	x	0	x	x	0	0	x	0	April 14.										
California Kindergarten Training School.....	5	38	.....	.....	.....	.....	100	x	0	0	x	0	x	.....	.....	.....	x	0	May.				
Pacific Kindergarten Normal School ^c	1	40	150	20	25	2	125	x	0	x	0	0	x	x	x	x	(b)	0	July.											
Normal department of Atlanta University ^d	7	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Normal department of Clark University.....	4	36	(c)	(c)	70	.....	9	0	0	x	x	0	x	x	0	0	x	0	June, 2d Wed.										
Evangelical Lutheran Teachers' Seminary.....	5	44	1,000	70	800	6	0	x	x	x	x	0	x	x	0	0	x	0	June, last Tues.											
Amora Normal School ^d	4	48	250	.....	10	21	36	x	x	x	x	x	x	0	0	0	x	0	August 15.										
Western Normal College.....	4	44	.....	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Free Training School for Kindergartners ^e	2	.....	.....	.....	.....	.....	675	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Normal School for Training Kindergartners.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Northern Illinois Normal School.....	4	40	1,245	225	50	9	32	x	x	x	x	x	x	x	0	0	x	0	Aug., last Thurs.											
Elmhurst Evangelical Proseminary.....	4	40	2,021	21	21	.....	40	x	x	x	x	x	x	x	0	0	0	0	August 4.										
Normal department of Eureka College.....	16	2	.....	.....	.....	10	40	x	x	x	x	x	x	x	0	0	0	0	June.								
Northern Illinois College and Normal School.....	2	40	.....	.....	.....	.....	32	x	x	x	x	x	x	x	0	0	0	0	June 14.							
Morris Normal and Scientific School.....	4	40	400	78	80	4	40	0	x	0	x	x	x	x	0	0	x	0	June.											
Teachers' Training School and School of Individual Instruction.....	19	52	100	.....	25	5	52	0	0	0	x	0	x	x	0	0	0	0	August 15.										

^a From report of the Commissioner of Education for 1882-'83.

^b After teaching one year in a Kindergarten they receive a second-grade certificate and after two years a first grade certificate.

^c Reported with classical department (see Table IX).
^d A department of Jennings Seminary (see Table VI).
^e For the course.

TABLE III.—PART 2.—Statistics of private normal schools for 1883-'84, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.				Number of educational journals and magazines taken.	Annual charge to each student	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free hand drawing?	Vocal.	Is music taught?		School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas or certificates on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.																
	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
1	4	48				6	\$32	x		x	x	x	x	x	x	x	x	0	July. June.		
Ashland College Normal School.	2	37				4	30	x x x x	x x x x	x				x x x x	0	0	0	June. June 17. August 1.			
Training Class of the Cincinnati Kindergarten Association.	2, 3	40, 48	800	0	130	36	48	x x x x	x x x x	x				x x x x	0	0	0	June 16.			
Normal department of Ohio Wesleyan University.	4	41				25	0	x x x x	x x x x	x				x x x x	0	0	0	March 17. September. May.			
Fayette Normal, Music and Business College.	3	40				17½	0	x x x x	x x x x	x				x x x x	0	0	0	June.			
National Normal University.	3	48				100	38	x x x x	x x x x	x				x x x x	0	0	0	June last Friday. June 30. June. June 4.			
Northern Ohio Normal College.	4	41				10	32-40	x x x x	x x x x	x				x x x x	0	0	0				
Western Reserve Normal School*.	3	48				0	17½	x x x x	x x x x	x				x x x x	0	0	0				
Normal department of Mt. Union College.	3	40				16	38	x x x x	x x x x	x				x x x x	0	0	0				
Wilberforce University, normal department*.	3	40				4	100	x x x x	x x x x	x				x x x x	0	0	0				
Teachers' Seminary of the Evangelical Joint Synod of Ohio and Adjacent States.	3, 4	43	800	50	30	12	38	x x x x	x x x x	x				x x x x	0	0	0				
The Brethren's Normal College.	3, 3	30	325	30	20	5	16	x x x x	x x x x	x				x x x x	0	0	0				
Lycoming County Normal School.	1	30				4	100	x	0	x				x	0	a x	0				
Centennial Kindergarten Training School for Teachers.	6-8ms									x											
Friedel Training School for Kindergartners.	4		3, 291	111			100	x x x x	x x x x	x				x x x x	0	0	0				
Institute for Colored Youth*.	1	36					690-450	x x x x	x x x x	x				x x x x	0	0	0				
Philadelphia Training School for Kindergartners.	3	36				7	10	x x x x	x x x x	x				x x x x	0	0	0				
Normal department of Swarthmore College.	3	36	700	20	32	10	13½-18	x x x x	x x x x	x				x x x x	0	0	0				
Schofield Normal and Industrial School.	4	35	200	10	12	3	6	x x x x	x x x x	x				x x x x	0	0	0				
Avery Normal Institute.	3	33	100		30	0	6	x x x x	x x x x	x				x x x x	0	0	0				
Normal department of Brainerd Institute.	3	33				6	6	x x x x	x x x x	x				x x x x	0	0	0				
Normal department of Allen University*.	3	33				6	6	x x x x	x x x x	x				x x x x	0	0	0				
Normal School of Claflin University.	3	33				6	6	x x x x	x x x x	x				x x x x	0	0	0				

TABLE III.—Normal schools from which no information has been received.

Name.	Location.	Name.	Location.
Alabama Baptist Normal and Theological School.....	Selma, Ala.	American Kindergarten Normal School.....	New York N. Y.
Normal School, Colorado College.....	Colorado Springs, Colo.	Ray's Normal Institute.....	Kernersville, N. C.
Harvard Normal School.....	Waynesborough, Ga.	Lycoming County Normal School.....	Montoursville, Pa.
Normal department, Columbus College.....	Columbus, Ky.	Kindergarten Training Class.....	Philadelphia, Pa. (315 N. 25th street).
West Kentucky Normal College.....	Murray, Ky.	Humboldt Normal Institute.....	Humboldt, Tenn.
St. Catherine's Normal Institute.....	Baltimore, Md. (cor. ton avenues)	Winchester Normal School.....	Winchester, Tenn.
Training School for Teachers.....	Cambridge, Mass.	Washington Normal School.....	Washington, D. C.

TABLE III.—Memoranda.

Name.	Location.	Remarks.
Free Training School for Kindergartners.....	Chicago, Ill. (2300 S. Park ave.)	Was removed October, 1883, to the Cook County Normal and Training School, Normal Park.
Cook County Normal and Training School.....	Normalville, Ill.	Post office changed to Normal Park.
Elkhart County Normal, Classical, and Training School.....	Goshen, Ind.	Succeeded by Goshen Summer Normal and Business Institute.
Southern Iowa Normal School and Commercial Institute.....	Bloomfield, Iowa.....	Name changed to Normal and Scientific Institute.
Normal department of Oskaloosa College.....	Oskaloosa, Iowa.....	Not a distinct department.
Normal department of Berea College.....	Berea, Ky.....	Preparatory and normal departments of this college are so closely connected that statistics cannot be given separately (see Table IX).
Normal department, Cushing Academy.....	Ashburnham, Mass.....	Not a distinct department.
Gloucester Training School for Teachers.....	Gloucester, Mass.....	Discontinued.
Springfield Training School for Kindergartners.....	Springfield, Mass.....	Conductor removed to New Haven, Conn.
Detroit Kindergarten Training School.....	Detroit, Mich.....	Transferred to La Porte, Ind.; from La Porte, Mrs. Eudora Hallmann was called to take charge temporarily of the Kindergarten work in the State Normal School at Winona, Minn.
Natchez Seminary.....	Natchez, Miss.....	Removed to Jackson and name changed to Jackson College.
Wilmington Normal School.....	Wilmington, N. C.....	Now called the American Missionary Association Normal School.
Mansfield Normal College.....	Mansfield, Ohio.....	Superseceded by Northern Ohio Normal College.
American Normal School.....	Kellyville, Tex.....	Not in existence.
State Normal School of Texas for Colored Students.....	Prairie View, Tex.....	Not in existence.
Nashville Normal and Theological Institute.....	Nashville, Tenn.....	Incorporated February, 1883, with name of Roger Williams University; see also Tables IX and XI.
Dakota Normal School.....	Springfield, Dak.....	No longer in existence.

TABLE IV.—Statistics of commercial and business colleges for 1883-'84; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.						
								Total number of students, excluding duplicate enrollments.	In day school.		In evening school.			
									Total.	Male.	Female.	Total.	Male.	Female.
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Course in commerce, State Agricultural and Mechanical College.	Anburn, Ala.	1872	1872	O. D. Smith, A. M.	1	0	13	13	13	-----	0	0	0
2	Howard College Business School.	Marion, Ala.	1842	1842	James T. Murfee, LL. D., president.	8	0	26	26	26	0	0	0	0
3	Little Rock Commercial College.	Little Rock, Ark.	1881	1874	Arnon Bates, president.	2	1	324	324	298	26	-----	36	5
4	Los Angeles Business College*	Los Angeles, Cal. (box 920).		1875	C. W. La Petra.	5	0	65	29	25	4	41	33	2
5	Sacramento Business College*	Sacramento, Cal. (7161st.)	0	1872	E. C. Atkinson.	3	3	137	102	91	11	35	33	2
6	California Commercial College*	San Francisco, Cal.		1882	Cyrus H. Andrews, president.		80							
7	Heald's Business College	San Francisco, Cal.	0	1864	E. P. Heald and C. S. Haley.	10	5	500	400	100	0	0	0	0
8	Pacific Business College.	San Francisco, Cal. (329 Post st.)	0	1865	W. E. Chamberlain, jr.	5	1	100	80	75	5	20	20	0
9	Business College of the University of Denver.	Denver, Colo.		1882	R. J. Wallace, dean.	3	1	65	57	46	11	8	8	0
10	Hannum's Hartford Business College.	Hartford, Conn.		1877	T. W. Hannum and F. A. Sedman.	4	0	170	129	114	15	41	41	0
11	Business College of Clark University.	Atlanta, Ga.			Rev. C. J. Brown, M. A.	2								
12	Moore's Business University.	Atlanta, Ga.		1858	B. F. Moore, president.	5		255	255	255				
13	Commercial department of Hedding College.	Abingdon, Ill.		1875	Prof. C. E. Pickett	1		57						
14	College of Commerce and Central College of Eclectic Shorthaad, Illinois Wesleyan University.	Bloomington, Ill.		1880	J. George Cross, A. M., dean.	6	2	231	231	127	104	0	0	0
15	Western Normal College and Commercial Institute.	Bushnell, Ill.		1881	J. A. Lyons.	4	1	221	221	156	65	0	0	0
16	Champaign Business College.	Champaign, Ill.		1883	Colb & McKee.	5	1	133	133	75	58			
17	Chicago Athenaeum.	Chicago, Ill.	1873	1871	Edward I. Galvin, superintendent.	13	5	799	799	632	167	(c)	(c)	(c)
18	Lakeside Business College.	Chicago, Ill.		1879	B. M. Worthington and A. N. Palmer.	3	1	55	40	28	12	15	9	6

c Included with report of day school.

* From the Report of the Commissioner of Education for 1882-'83.
 b The figures here given are for the Western Normal Commercial Institute, the commercial department of Western Normal College.

Successed by Hiram H. Blanton, M. ACCTE.

TABLE IV.—*Statistics of commercial and business colleges for 1883-84, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.						
							Total number of students, excluding private enrollments.	In day school.		In evening school.			
								Total.	Male.	Female.	Total.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
19 Metropolitan Business College.....	Chicago, Ill. (149-153 State street).	.....	1872	O. M. Powers	8	1	820	598	400	48	312	300	12
20 Sander's Chicago Business College	Chicago, Ill. (278 W. Madison street)	.....	1872	J. J. Sander.....	7	.....	483	322	269	53	161	141	20
21 Dixon Business College.....	Dixon, Ill.....	1881	.....	J. B. Dille	4	2	245	245	195	50	0	0	0
22 Commercial department of Eureka College.....	Eureka, Ill.....	1855	.....	J. V. Coombs, A. B.....	4	.....	54	54	40	14	0	0	0
23 Commercial department of Ewing College.....	Ewing, Ill.....	1862	.....	Prof. John C. Neal	1	.....	.....	.....	.....	.....	.....	.....	.....
24 Western Business College	Galesburg, Ill.....	1862	.....	M. H. Barringer	3	2	134	89	61	28	45	34	11
25 Jacksonville Business College and English Training School.*	Jacksonville, Ill.....	1866	.....	G. W. Brown	6	2	405	403	371	34	0	0	0
26 Joliet Business College and English Training School.....	Joliet, Ill.....	1866	.....	Prof. Homer Russell.....	.....	.....	400	400	350	50	.....	.....	.....
27 Commercial department, McKendree College.*	Lebanon, Ill.....	.....	.....	F. F. Roose	1	.....	50	50	(50)	.....	.....	.....	.....
28 Commercial department of Mt. Morris College.....	Mt. Morris, Ill.....	1879	.....	M. G. Rohrbough, M. S.....	1	.....	104	104	84	20	.....	.....	.....
29 Onarga Commercial College.....	Onarga, Ill.....	1865	.....	John H. Atwood	2	1	65	65	50	15	0	0	0
30 Parish's Business College and Telegraphic Institute.....	Peoria, Ill.....	1865	.....	A. S. Parish	1	2	126	95	74	21	31	28	3
31 Gen City Business College	Quincy, Ill.....	0	1870	D. L. Mueselman.....	8	0	607	557	512	45	50	50	0
32 Rockford Business College	Rockford, Ill.....	.....	1865	G. A. Winans and H. A. Stoddard.....	5	1	300	176	124	52	124	98	26
33 Springfield Business College.....	Springfield, Ill.....	.....	1864	S. Bogardus.....	6	.....	175	.....	.....	.....	.....	.....	.....
34 Sterling Business and Photographic College.....	Sterling, Ill.....	0	1878	H. A. Aument	4	0	136	136	97	39	.....	.....	.....
35 Evansville Commercial College and Institute of Phonography.....	Evansville, Ind. (cor. 3d and Main streets).	.....	1850	S. N. Curnick and J. W. Rank	3	1	416	340	300	40	76	73	3
36 Fort Wayne Business College	Fort Wayne, Ind.....	0	1880	Charles T. Lipes	2	.....	101	51	43	8	50	47	3
37 Indianapolis Bryant & Stratton Business College and Telegraph Institute.....	Indianapolis, Ind. (North Pennsylvania street).	.....	1858	Thomas J. Bryant	5	3	600	425	325	100	175	155	50
38 Star City Business College.....	La Fayette, Ind.....	0	1866	P. W. Kennedy	2	0	79	58	53	5	21	18	3
39 Union Business College.....	La Fayette, Ind.....	0	1879	C. M. Robinson	2	.....	100	48	36	12	52	41	11

[illegible]

* From Report of the Commissioner of Education for 1882-'83. *a* Same students in both day and evening school. *b* Included with report of day school. *c* Also 4 lecturers.

TABLE IV.—Statistics of commercial and business colleges for 1883-'84, &c.—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of students.							
							Total number of stu- dents, excluding du- plicate enrollments.	In day school.			In evening school.			
								Total.	Male.	Female.	Total.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
74	Bryant, Stratton & Sadler Business College ..	Baltimore, Md. (6 and 8 N. Charles street).		1864	W. H. Sadler, president	12	0	755	748	7	(a)	(a)	(a)	
75	Eaton and Burnett's Business College	Baltimore, Md.		1878	A. H. Eaton and E. Burnett.	10		650	350			300		
76	French's Business College	Boston, Mass. (459 Wash- ington street).		1848	Charles French, A. M.	3	1	79	68	47	21	11	0	
77	Sawyer's Commercial College.....	Boston, Mass. (161 Tre- mont street).	0	1838	George A. Sawyer	2	2	106	106	68	38	0	0	
78	Holmes' Bryant & Stratton Commercial College.	Fall River, Mass. (box 452).		1868	Freeman A. Holmes.....	3		104	21	18	3	83	75	8
79	Chickering's Commercial College and School of Business.	Pittsfield, Mass.	0	1861	Benjamin Chickering.....	2	1	59	40	33	7	19	7	12
80	Wilbraham Business University (Wesleyan Academy).	Wilbraham, Mass.		1880	Prof. A. A. Randall, director.	1		110	110	91	19			
81	Hinman's Business College	Worcester, Mass.		1860	A. H. Hinman.....	3	1	391	243	218	25	58	50	8
82	Commercial department of Battle Creek High School.	Battle Creek, Mich.	0	1882	T. A. Peters	2	3	40	40	28	12	0	0	0
83	Devlin's Bay City Business College*.	Bay City, Mich.		1880	Cyrus H. Devlin	3	1	127	127	95	32	127	95	32
84	Commercial department in Detroit High School	Detroit, Mich.		1883	L. C. Hall	1		49	49	25	24	0	0	0
85	The Goldsmith Bryant & Stratton Business University.	Detroit, Mich.	0	1850	W. F. Jewell	8	1	541	404	345	59	137	125	12
86	Spencerian Business College	Detroit, Mich. (156 Jeffer- son avenue).		1859	Spencer, Felton & Loomis ..	8	1	320	200	131	69	120	99	21
87	Grand Rapids Business College and Practical Training School.	Grand Rapids, Mich.		1866	C. G. Swensberg	4		b230	b230	b200	b30			
88	Commercial and telegraphic department of Hillsdale College.	Hillsdale, Mich.	1855	1866	Alexander C. Rideout, LL. D.	2		211	211	170	41			
89	Poncher Business College	Ionla, Mich.		1877	Irvin M. Poncher	2		90	90	78	12			
90	Jackson Business College	Jackson, Mich.	0	1871	G. M. Devlin	1		85	85	75	10			
91	Parsons' Business College	Kalamazoo, Mich.		1869	William F. Parsons	2	1	192	110	100	10	12	12	
92	Bartlett's Business College	Lansing, Mich.		1867	H. P. Bartlett	1		125	110	70	40	15	10	5

TABLE IV.—*Statistics of commercial and business colleges for 1883-'84, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.					
							In day school.			In evening school.		
							Total number of students, excluding duplicate enrollments.	Total.	Male.	Female.	Total.	Male.
1	2	3	4	5	6	7	8	9	10	11	12	13
129 Bryant's Buffalo Business College*	Buffalo, N. Y. (451 Main st.)	1883	1852	J. C. Bryant, M. D., & Son...	11	1	663	442	419	23	221	207
130 Commercial department of Canisius College.	Buffalo, N. Y.	1883	1870	Rev. Theodore van Rossum, S. J.	10	1	111	111	111	...	...	...
131 Allen Business College.	Elmira, N. Y.	1880	1880	F. M. Allen, president.	5	1	173	115	100	15	15	13
132 Elmira Business College.	Elmira, N. Y.	1858	1858	A. J. Warner	6	6	130	90	72	18	40	39
133 Commercial department, Fort Edward College.	Fort Edward, N. Y.	1864	1864	Rev. Jos. E. King, D. D., Ph. D., president.	7	6	66	66	66	8	...	...
134 Geneva Business College.	Geneva, N. Y.	1880	1880	Ans. E. Mackey, president.	3	1	45	25	25	...	20	17
135 Elmwood Commercial and Select School*.	Glen's Falls, N. Y.	1883	1883	J. N. Whipple	3	3	167	107	108	59	...	...
136 Kinderhook Academy and Commercial College.	Kinderhook, N. Y.	1883	1824	John B. Alexander, A. M.	...	...	...	...	...	...	...	...
137 Lima Business College.	Lima, N. Y.	1882	1876	Carlos B. Ellis	1	...	86	86	59	27	...	...
138 Commercial department of the College of St. Francis Xavier.	New York, N. Y. (49 West Fifth-nth street).	...	1847	Rev. Samuel H. Frisbee, S. J., president.	3	...	50	50	50	0	...	...
139 Metropolitan Business College.	New York, N. Y. (36 East Fourteenth st.).	...	1873	C. E. Gady	3	...	192	107	93	14	85	76
140 Packard's Business College*.	New York, N. Y. (805 Broadway).	0	1858	S. S. Packard	8	1	411	411	391	20	0	0
141 Paine's Business College.	New York, N. Y. (62 Bow-ery cor. Canal st.).	0	1849	Martin S. Paine	4	2	358	229	201	28	129	106
142 Paine's Up-town Business College.	New York, N. Y. (1313 Broadway, cor. Thirty-fourth st.).	0	1872	H. W. Remington	2	1	310	196	148	48	114	90
143 Rochester Business University*.	Rochester, N. Y. (corner State and Market sts.).	0	1863	Williams & Rogers, proprietors.	7	0	647	520	415	105	127	104
144 Taylor & Co.'s Business College and Writing Institute.	Rochester, N. Y. ....	...	1876	A. J. Taylor	4	...	235	94	77	17	141	122
145 Bryant & Stratton Business College and Telegraphic Institute.	Syracuse, N. Y. (Grand Opera House).	0	1865	C. P. Meads	2	1	188	88	60	28	100	92
146 Troy Business College.	Troy, N. Y.	1871	1858	Thomas H. Shields	4	0	235	165	150	15	70	60

	Utica, N. Y.	0	1860	H. B. McCreary and Thomas H. Shields.	4	1	221	123	111	12	98	69	29
147	Bryant & Stratton Utica Business College*												
148	Smithfield Business College.		1883	G. M. Smithfield.	4		106	91	79	12	15	15	
149	Akron Business College.		1866	O. S. Warner, M. A.	4		63	22	13	17	41	41	
150	Ashtland College Commercial Institute.		1880	Uiram F. Hixson, A. M., Phil. D.	1		23	22	20	2			
151	Commercial department of St. Xavier College.		1842	R. W. A. Besche, S. J.	5		59	59	39	0	0	0	
152	Nelson's Business College.		1886	A. E. Nelson.	9	1	370	290	290		80	80	
153	Nelson's Ladies' Business College.		1880	Ella Nelson.	3	1	72	72		72	0	0	0
154	The Thomas Martin & Son Business College Company.		1884	Thomas Martin.	4		150	62	50	12	88	88	
155	The Thomas Martin & Son Business College Company.		1884	Thomas Martin.	2		50	25	25		25	25	
156	Spencerian Business College.		1882	P. R. Spencer, E. R. Felton, and H. T. Loomis.	12	2	836	588	501	87	248	236	12
157	Standard Business College and School of Science.		1882	H. Day Gould, M. S.	1		78	40	30	10	38	35	3
158	Sprague's Law and Business College.		1878	William H. Sprague, LL. B.	1	0	51	38	31	7	14	11	3
159	Capital City Commercial College.*		1878	Woodruff, Cooper & Murray.	5	1	250	196	170	26	54	35	19
160	Columbus Business College.		1863	Duncan & McClenahan.	5	1	385	282	220	62	103	85	18
161	Miami Commercial College.		1860	A. D. Witt.	1	380							
162	Collegiate and Business Institute.		1881	W. A. Fraser.	1	0	79	39	31	8	40	24	16
163	National Pen Art Hall and Business College.		1880	L. L. Hudson, M. A.	5	2	300	300	275	25			
164	Scio Commercial College.		1859	E. J. Marsh, A. M., B. D.			135						
165	Champion City Colleges.												
166	Row's Actual Business College.		1883	H. M. Row, M. A.	7	1	195	176	131	45	19	15	4
167	Willis' College of Short Hand.			F. W. Willis.									
168	Nelson's Springfield Business College.		1881	R. J. Nelson.	3	1	500						
169	Van Sickle's Business College.		1871	J. W. Van Sickle, LL. D.	1		11	2		9	9		
170	Toledo Business College.		1868	M. H. Davis, B. A.	4		150	70	50	20	80	60	20
171	The New Commercial College.		1853	R. P. Miner, W. A. Taylor, and G. E. Mansfield.	3		95	55	46	9	40	32	8
172	Zanesville Business College.		1866	F. M. Chorguill and H. B. Parsons.									
173	Portland Business College.*		1866	A. P. Armstrong.	3	1	160	90	80	10	70	40	30
174	Allentown Business College.		1869	W. L. Blackman.	2		87	67	63	4	20	18	2
175	Altoona Business College and Phonographic Institute.		1880	J. F. Davis and G. G. Zeth.	5	1	474	283	212	71	191	170	21
176	Easton Business College.*		1873	Walter P. Gregory.	3		139	79	60	19	60	47	13
177	Clark's Commercial College.		1883	J. G. Clark.	4	1	110	75	68	7	35	30	5
178	Pennsylvania Business College.*		1873	J. N. Curry.	2	1	85	85	45	40	22	22	0
179	W. Young Commercial College.		1863	Willis L. Dean.	5		109	109	101	8			
180	Lancaster Commercial College.		1869	H. C. Nettler.	2		109	63	55	8	46	39	7
181	Mansfield Business College.		1882	E. D. Westbrook.	5	1	208	208	194	14			
182	Bryant, Stratton & Smith Business College.		1865	J. W. Smith.	3	1	148	148	90	58	148	90	58
183	Bryant & Stratton Business College.*		1857	A. E. Soule.	11		613						

* See statistics of Kinderhook Academy (Table VII).

a Charter of Graciele Wesleyan Seminary, with which Lima Business College is associated.

c Date of reorganization.

* From Report of the Commissioner of Education for 1882-'83.

a Includes special students in phonography, telegraphy, German, French, and Spanish.

TABLE IV. — *Statistics of commercial and business colleges for 1883-'84, &c.* — Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Total number of students, excluding duplicate enrollments.	Number of students.					
								In day school.		In evening school.			
								Total.	Male.	Female.	Total.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Peirce College of Business	Philadelphia, Pa. (919 Chestnut st.).	0	1865	Thomas May Peirce, M. A. ...	12	1	800	494	424	70	306	290	16
Commercial department of Catholic College of the Holy Ghost.	Pittsburgh, Pa.	1883	1877	Rev. Patrick William Power.	216	0	130	130	130	...	...	...	...
Curry Institute and Union Business College	Pittsburgh, Pa.	1884	1860	Jas. Clark Williams, A. M. ...	7	7	657	...	...	...	...	...	...
Duff's Mercantile College.	Pittsburgh, Pa.	1850	1840	P. Duff & Sons	8	2	86	76	69	7	10	10	...
Clark's Commercial College.	Titusville, Pa.	0	1876	S. A. Drake	4	4	20	25	20	5	15	10	5
Latze's Business College.	Union City, Pa.	1865	1865	Rev. N. R. Ince	2	1	498	378	350	28	120	112	8
Williamsport Commercial College.	Williamsport, Pa.	1864	1864	F. E. Wood	5	1	43	43	30	13	0	0	0
Greenwich Commercial College.	East Greenwich, R. I.	1864	1864	J. B. Hamby	1	1	229	157	124	33	72	61	11
Scholfield's Commercial College.	Providence, R. I. (183 Westminster st.).	1875	1875	Albert G. Scholfield.	4	1	51	29	28	1	22	22	0
Behm's Chattanooga Commercial College.	Chattanooga, Tenn.	1881	1881	Jeremiah Behm	1	1	70	70	67	3	36	36	...
Goodman's Business College.	Knoxville, Tenn.	0	1880	J. T. Johnson	2	2	136	100	96	4	...	...	...
Knoxville Business College and Telegraphic Institute. ^a ^b	Knoxville, Tenn. (box 354).	1867	1865	Joseph Willett Jones	4	...	...	...	...	...	...	...	...
Laddin's Business College.	Memphis, Tenn.	1867	1865	T. A. Laddin	2	...	118	118	118	...	...	...	...
Practical Business School.	Nashville, Tenn.	1867	1865	R. W. Jennings	2	...	60	60	60	...	...	...	...
Commercial department, University of the South.	Sewanee, Tenn.	1867	1868	Rev. T. A. Laddin	2	...	60	60	60	...	...	...	...
Commercial department of Burritt College*	Spencer, Tenn.	1848	1880	W. H. Sutton	1	1	40	40	30	10	...	...	...
Fort Worth Business College.	Fort Worth, Tex.	1884	1879	F. P. Prentiss	3	2	224	224	203	21	80	72	8
Island City Business College.	Galveston, Tex.	1878	1878	Jas. M. Bonish	2	2	137	98	89	9	39	36	3
Scherrer's Business College.	Galveston, Tex.	1881	1882	Eugene E. Scherrer	2	2	150	97	91	6	54	52	2
Commercial College of Trinity University.	Tehuacana, Tex.	1870	1869	J. H. Gillespie	1	1	20	20	20	0	0	0	0
Thorp's Spring Commercial College and Literary Institute.	Thorp's Spring, Tex.	1882	1882	Major Geo. S. Storrs, president.	4	4	126	126	72	54	0	0	0
Mahan's Commercial College.	Tyler, Tex.	1879	1878	John V. Mahan	3	1	115	115	98	17	8	8	...
Waco Business College.	Waco, Tex.	1882	1881	R. H. Hill	4	4	140	128	120	8	25	25	...
Whitesboro' Normal and Commercial College.	Whitesboro', Tex.	1883	1880	James M. Carls.	2	1	...	...	...	...	...	...	...

207	Queen City Commercial College	Burlington, Vt.	1878	E. G. Evans, M. ACCTS.	3	1	105						
208	Minard Commercial School	Waterbury Centre, Vt.	1881	A. M. Marsh	3	1	75						
209	Old Dominion Business College	Richmond, Va.	1867	Geo. M. Nicol	1		53	35			18	18	
210	National Business College and Normal Institute.	Wheeling, W. Va.	1868	J. M. Frasher & Co.	4	1	185	145	120	25	50	44	6
211	Green Bay Business College	Green Bay, Wis.	0	1868	Clarence A. Mureh, M. ACCTS.	1	1	150	100	80	20	50	40
212	Silsbee Commercial College	Janesville, Wis.	1877	J. B. Silsbee	2	3	124	58	53	5	63	62	4
213	La Crosse Business College	La Crosse, Wis.	0	1868	J. L. Wallace	2	0	179	149	143	7	30	29
214	Northwestern Business College	Madison, Wis.	0	1856	R. G. Deming and J. C. Proctor.	4	2	228	176	139	37	58	49
215	Charles Mayer's Commercial College	Milwaukee, Wis.	0	1876	Charles Mayer	3	1	224	140	118	22	84	76
216	Spencerian Business College	Milwaukee, Wis.	1870	Robert C. Spencer	3	3	258	195	175	20	84	80	4
217	Dr. Wm. Bayer's Commercial College	Milwaukee, Wis.	0	1867	Dr. Wm. Bayer	1	1	78	25	36	0	42	40
218	Pio Nono Commercial College	St. Francis Station, Wis.	0	1871	Ray. Wm. Noh	5	1	45	45	45	0		2
219	Silsbee Business College	Siox Falls, Dak.		1883	J. B. Silsbee	2	0	63	63	58	10	20	18
220	Howe's Business School	Washington, D. C. (517 Seventh st.)											
221	Spencerian Business College	Washington, D. C. (corner Ninth and D eta. N. W.)	0	1864	Henry C. Spencer	5	2	464	195	149	46	269	170 39

* From Report of the Commissioner of Education for 1882-'83.

a For all departments.

b Including commercial department of the University of Tennessee.

c Includes special students.

TABLE IV.—*Statistics of commercial and business colleges for 1883-'84, &c.—Continued.*

NOTE.—The branches taught are indicated by x.

Name.	Number of students.					Branches taught.										Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months in evening school.	Annual charge to each student for tuition.			
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.	Average age of students.	Common English and correspondence.	Penmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.					Telegraphy.	Whole number.	Increase in the last school year.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Course in commerce, State Agricultural and Mechanical College.	0	10	.....	.....	0	18	x	x	x	x	x	x	.....	.....	x	.....	x	.....	(a)	(a)	10	37	0	\$0
Howard College Business School	0	0	15	10	0	18	x	x	0	x	x	x	.....	.....	x	0	0	0	264	76	4-6	40	0	80
Little Rock Commercial College	18	42	0	0	0	.....	x	0	0	0	0	0	.....	.....	x	x	x	x	100	25	10-12	52	12	650
Los Angeles Business College*	0	5	0	0	10	19	x	0	0	0	0	0	.....	.....	x	x	x	x	700	50	12	50	12	675
Sacramento Business College*	7	29	0	0	0	19	x	x	0	0	0	0	.....	.....	x	x	x	x	.....	.....	12	50	12	75
California Commercial College*	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	.....	.....	x	x	x	x	.....	.....	12	52	0	125
Heald's Business College	.....	.....	.....	.....	.....	18	x	x	x	x	x	x	.....	.....	x	0	0	0	0	0	6	52	12	125
Pacific Business College	0	3	0	3	7	20	x	x	0	0	0	0	.....	.....	x	x	x	x	.....	.....	52	12	12	125
Business College of the University of Denver	2	2	3	.....	.....	.....	x	0	0	0	0	0	.....	.....	x	0	0	0	.....	.....	6	48	7	100
Hannum's Hartford Business College	18	8	0	0	0	18	x	x	0	x	x	x	.....	.....	x	0	0	0	.....	.....	3 yrs	6	50	45
Business College of Clark University	.....	.....	.....	.....	.....	.....	x	0	0	0	0	0	.....	.....	x	0	0	0	.....	.....	6	48	7	100
Moore's Business University	.....	5	.....	.....	.....	22	x	0	0	0	0	0	.....	.....	x	0	0	0	.....	.....	6	50	.....	45
Commercial department of Hedding College	.....	.....	.....	.....	.....	.....	x	.....	.....	.....	.....	.....	.....	.....	x	x	x	x	.....	.....	6-9	36	.....	45
College of Commerce and Central College of Eclectic Shorthand, Illinois Wesleyan University.	122	.....	.....	.....	.....	21	x	x	x	x	x	x	.....	.....	x	x	x	x	.....	.....	42	42	.....	950
Western Normal College and Commercial Institute, h	15	8	25	0	0	.....	x	x	x	x	x	x	.....	.....	x	0	x	x	250	60	9	48	0	48
Champaign Business College	.....	0	0	0	0	18	x	x	.....	.....	x	x	.....	.....	x	0	0	0	1,050	300	10	40	6	40
Chicago Athenaeum	282	0	70	80	5	.....	x	x	x	x	x	x	.....	.....	x	0	x	0	.....	.....	10	40	10	(t) 80
Lakeside Business College	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	.....	.....	x	0	0	0	.....	.....	12	52	7	100
Metropolitan Business College	65	0	30	3	0	17	x	x	x	x	x	x	.....	.....	x	x	x	0	100	.....	12	52	8	385
Souder's Chicago Business College	38	45	.....	.....	.....	19	x	x	x	x	x	x	.....	.....	x	x	x	0	.....	.....	12	52	7	385
Dixon Business College	104	.....	40	.....	.....	20	x	x	x	x	x	x	.....	.....	x	x	x	0	.....	.....	9	40	.....	32
Commercial department of Berea College*	0	0	32	9	0	19	x	x	x	x	x	x	.....	.....	x	x	x	0	3,000	400	10	40	.....	15
Commercial department of Ewing College*	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	.....	.....	x	x	x	.....	.....	.....	8	48	6	40
Western Business College	.....	9	.....	.....	.....	.....	x	x	x	x	x	x	.....	.....	x	x	x	.....	.....	.....	20	42	0	470
Jacksonville Business College and English Training School.*	15	31	11	.....	.....	19.5	x	x	x	x	x	x	.....	.....	x	x	x	x	700	100	20	42	0	470

26	Joliet Business College and English Training School.	25	15	11	44	11	15,000	1,000	40
27	Commercial department, McKendree College*.	18	18	10	40	10	(4)	(4)	d40
28	Commercial department of Mt. Morris College.	18	18	10	40	10	(4)	(4)	30
29	Parish's Business College*.	8	0	0	19	10	0	0	d40
30	Parish's Business College and Telegraphic Institute.	7	10	18	18	10	0	0	60
31	Gen City Business College.	0	0	0	19	12	100	0	60
32	Rockford Business College.	35	17	17	17	5-8	200	0	60
33	Springfield Business College.	48	23	0	23	6	0	0	60
34	Sterling Business and Photographic College.	12	2	0	0	7-9	0	0	25-75
35	Denerville Commercial College and Institute of Phonography.	12	2	0	0	7-9	0	0	0-5
36	Port Wayne Business College.	15	24	0	0	7-5	0	0	p37
37	Indianapolis Bryant & Stratton Business College and Telegraphic Institute.	13	0	0	0	12	650	0	50
38	Star City Business College.	13	0	0	0	12	0	0	50
39	Union Business College.	15	18	0	0	40	0	0	q50
40	Hall's Business College.	13	18	0	0	9	200	30	60
41	Richmond Business College and Telegraphic Institute.	8	20	20	20	9	0	0	41
42	Terre Haute Commercial College.	18	40	22	22	8	500	0	r40
43	Northern Indiana Commercial College.	172	163	375	0	8	350	25	q40
44	Vernon Normal and Business Institute.	6	15	15	15	5	130	0	100
45	Elliott's Business College*.	6	0	0	0	12	0	0	37
46	Cedar Rapids Business College.	32	49	24	20	12	0	0	52
47	Davenport Business College.	32	49	24	20	9	0	0	52
48	Decorah Business College.	0	0	0	0	9	0	0	52
49	Drake University Business College.	10	4	4	4	52	350	350	4
50	Iowa Business College.	10	30	0	0	6	70	10	6
51	Baylies' Commercial College*.	8	30	0	0	6	0	0	51
52	Hurd's National Business College of Upper Iowa University.	17	19	19	19	4-9	75	75	39
53	Iowa City Commercial College.	17	19	19	19	12	200	10	50
54	Peirce's Business College.	17	17	17	17	6	0	0	52
55	Commercial department of Oskaloosa College*.	55	20	20	20	40	0	0	6
56	Ottumwa Business College.	56	20	20	20	5	100	100	36
57	Whitier College Normal and Business Institute.	0	0	0	0	6	240	240	5
58	Northwestern Business College.	6	6	6	6	9	0	0	38
59	Northwestern Business College.	6	6	6	6	4-6	2,000	2,000	52

* From Report of the Commissioner of Education for 1882-83.
a Reported with scientific department (see Table X, Part I).
b For life scholarship in commercial department; same in telegraphy.
c In day school.
d For commercial course.
e Students in the business department are entitled to gratuitous instruction in these branches in the classes of the other departments of the university.
m Average charge.
n Average time.
o For three months.
p In book-keeping department; \$46 in penmanship, \$50 in telegraphy, and \$60 in phonography.
q For scholarship; time unlimited.
r For life scholarship.
s Principal's library.

TABLE IV.—*Statistics of commercial and business colleges for 1883-'84, &c.—Continued.*

NOTE.—The branches taught are indicated by x.

Name.	Number of students.				Average age of students.		Branches taught.									Volumes in library.		Number of weeks in school last year.	Number of months in evening school.	Annual charge to each student for tuition.				
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.	Common English and correspondence.	Pennmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.				Whole number.	Increase in the last school year.		
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Abilene Commercial School and Literary Institute.							x	x											0	0	36			\$27-35
Lawrence Business College	21	25	0	0	19	x	x	x				0	x	x	x	x	x	0	200		6-24	52	6	450
Western Business College.					19	x	x	x	0		0	0	x	x	x	x	0				6	46	6	550
The Thomas Martin & Son Business College Company.					19	x	x	x	x		x	x	x	x	x						12	48	12	650
Commercial department, Kentucky Military Institute.*					19	x	x	x	x		x	x	x	x	x			4,000			20	40		100
Commercial College of Kentucky University*.	10	12			19																3	52	6	655
Louisville Bryant & Stratton Business College					19	x	x	x	0		0	0	x	x	x						12	51	8	75
The Thomas Martin & Son Business College Company.					19	x	x	x													12	48	12	650
Western Kentucky Normal University and Business College.					18	x	x	x	x		x	0	x	x	x			500	100		6	48		36
J. W. Blackman's Commercial College.				2	18	x	x	x										165	5		12	52	12	100
Sonle's Commercial College and Literary Institute	0	9	23	0	15 1/2	x	x	x				0		x	x			1,890	86		12	52	12	100-200
Dirigo Business College and Telegraph Institute	29	10	3		18	x	x	x				0	0	0	0			260			44	42		35
Commercial department of Hebron Academy*.					18-20	x	x	x	x												6	24		5
Portland Business College	14	0	0	3	20	x	x	x										125	5		48			90
Rockland Commercial College					19	x	x	x				0						425	100		49	43	7	45-80
Bryant, Stratton & Sadler Business College	53				19	x	x	x				0	x	x	0	0		60	60		52	6		660
Eaton and Burnett's Business College	30	0	0	0	19	x	x	x										300			12	52	6	140
French's Business College	16			1	18	0															3-12	44	6	120
Sawyer's Commercial College	12				21	0	0	0				0	0								10	40	8	712
Holmes' Bryant & Stratton Commercial College.					18	x	x	x													23	42	5	100
Chickering's Commercial College and School of Business.	0	0	0	0	17	x	x	x	0		0													
Western Business University (Wesleyan Academy).					16	x	x	x													5	40		925

81	Hinman's Business College	0	0	0	0	0	0	19	x	x	0	x	x	0	0	0	0	6,800	900	10	43	6	90
82	Commercial department of Battle Creek High School	0	0	0	0	0	0	17½	x	x	0	x	x	0	0	0	0	0	0	10	40	6	40
83	Devlin's Bay City Business College*	0	0	26	6	0	16½	19	x	x	0	x	x	0	0	0	677	677	48	12	12	650	
84	Commercial department in Detroit High School	32	0	0	0	0	20	20	x	x	0	x	x	0	0	0	0	0	0	40	52	6	70
85	The Goldsmith Bryant & Stratton Business University	0	0	0	0	0	0	0	x	x	0	x	x	0	0	0	0	0	0	52	6	65	
86	Spencerian Business College	0	0	0	0	0	0	23	x	x	0	x	x	0	0	0	0	0	0	2-6	6	450	
87	Grand Rapids Business College and Practical Training School	25	0	50	0	0	0	23	x	x	0	x	x	0	0	0	7,000	0	0	6	40	930	
88	Commercial and telegraphic department of Hillsdale College.*	0	0	0	0	0	0	0	x	x	0	x	x	0	0	0	0	0	0	10	40	30	
89	Poucher Business College	6	0	0	0	0	0	20	x	x	0	x	x	0	0	0	0	0	0	6	40	640	
90	Jackson Business College	0	0	0	0	0	0	18	x	x	0	x	x	0	0	0	50	10	12	40	5	50	
91	Parsons' Business College	0	0	0	0	0	0	0	x	x	0	x	x	0	0	0	0	0	0	10	40	5	
92	Barlett's Business College	0	0	0	0	0	0	0	x	x	0	x	x	0	0	0	0	0	0	10	40	5	
93	Archibald Business College	25	20	0	0	0	0	18	x	x	0	x	x	0	0	0	300	100	10	52	7	100	
94	Darling's Business College*	11	0	0	0	0	0	20	x	x	0	x	x	0	0	0	289	14	4-8	52	5	76	
95	St. Paul Business College and Telegraphic Institute	26	18	0	0	0	0	19	x	x	0	x	x	0	0	0	0	0	6	47	52	6	
96	Winona Business College	0	0	0	0	0	0	0	x	x	0	x	x	0	0	0	300	0	10	52	6	25	
97	St. Stanislaus Commercial College	0	9	42	15	0	0	15	x	x	0	x	x	0	0	0	1,200	50	60	40	0	50	
98	Cooper's Business College (Cooper Institute)	0	0	0	0	0	0	18	x	x	0	x	x	0	0	0	0	0	6	48	0	α50	
99	Goodman's Business College	0	0	0	0	0	0	18	x	x	0	x	x	0	0	0	0	0	12	36	12	25	
100	Southwestern Commercial College (Southwest Baptist College)	0	0	0	0	0	0	0	x	x	0	x	x	0	0	0	0	0	0	0	0	0	
101	Kirkville Mercantile College and Writing Institute	0	0	0	0	0	0	0	x	x	0	x	x	0	0	0	0	0	0	0	0	0	
102	Bryant's Business College	10	2	0	0	0	0	18	x	x	0	x	x	0	0	0	50	0	12	52	6	50	
103	Ritner's Commercial College	12	30	0	0	0	0	19	x	x	0	x	x	0	0	0	0	0	4	52	12	335	
104	St. Joseph Commercial College	0	70	0	0	0	0	14	x	x	0	x	x	0	0	0	3,000	100	10	40	0	24-40	
105	Bryant & Stratton Business College	0	75	0	0	0	0	23	x	x	0	x	x	0	0	0	0	0	4	52	8	650	
106	Franklin Institute	0	0	25	0	0	0	14	x	x	0	x	x	0	0	0	0	10	10	40	6	40, 60	
107	Johnson's Commercial College	0	0	0	0	0	0	20	x	x	0	x	x	0	0	0	0	0	52	8	8	0	
108	Jones Commercial College	0	0	0	0	0	0	19	x	x	0	x	x	0	0	0	0	0	52	8	8	0	
109	Mound City Commercial College	0	50	0	0	0	0	17	x	x	0	x	x	0	0	0	250	0	3-12	52	6	10-70	
110	Stearnsville Commercial College	0	0	8	3	0	0	12	x	x	0	x	x	0	0	0	0	0	10	40	0	40	
111	Commercial department, Central Wesleyan College.	0	0	35	4	0	0	19	x	x	0	x	x	0	0	0	(b)	(b)	7	39	0	37½-51	
112	Hastings Commercial School	45	0	0	0	0	0	21	x	x	0	x	x	0	0	0	0	0	12	52	9	75	
113	Wyman Commercial College	0	0	0	0	0	0	18	x	x	0	x	x	0	0	0	0	0	4-6	52	0	50	
114	Bryant & Stratton Business College	0	8	0	0	0	0	20	x	x	0	x	x	0	0	0	0	0	7½	40	0	0	
115	New Hampton Commercial College	0	0	0	0	0	0	16½	x	x	0	x	x	0	0	0	0	0	0	40	0	0	
116	Commercial College	0	0	0	0	0	0	16½	x	x	0	x	x	0	0	0	0	0	0	40	0	0	
117	Elizabeth Business College	26	0	0	0	0	0	17½	x	x	0	x	x	0	0	0	575	0	40	8	8	40-120	

* For term of six months; for same time in evening school, \$30.
 a For commercial course.
 b For scholarship.
 c Tuition and incidentals.
 d Average time.

† For membership, time unlimited.
 ‡ Reported with classical department (see Table IX).
 § This college is associated with Smith's Academy; for report, see Table VI.

* From Report of the Commissioner of Education for 1882-'83.

TABLE IV.—Statistics of commercial and business colleges for 1883-'84, &c.—Continued.

NOTE.—The branches taught are indicated by *.

Name.	Number of students.					Average age of students.	Branches taught.										Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months in even- last year.	Annual charge to each stu- dent for tuition.		
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.		Common English and correspondence.	Penmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonograph.	Telegraphy.					Whole number.	Increase in the last school year.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
118 Drake Business College	3		9			16	x	x		x			x	x	x						10	40	7	\$80, 80
119 Gaskell's Jersey City Business College						16															12	52	8	100
120 Coleman's Bryant & Stratton Business College	20		15			20	x	x		x			x	x	x				2,000		12	52	6	640
121 New Jersey Business College	51		43			16	x	x		x			x	x	x				400	25	12	52	9½	670
122 Paterson Business College*						16	x	x		x			x	x	x						10	40	9	775
123 Capital City Commercial College	10	15	2			19	x	x		x			x	x	x				300	10	10	40	6	675
124 Folsom's Business College*						18	x	x		x			x	x	x				0		8-12	44	6	6100
125 Claghorn's Bryant & Stratton Commercial School	125					18	x	x		x			x	x	x				0		12-18	40		120
126 French's Business and Telegraph College	20	20	20	0		16	x	x		x			x	x	x				250	21	10	40	2½	60-100
127 St. James's Commercial College	40	20	20	8	0	16	x	x		x			x	x	x				1,600	50	10	44	50	50
128 Wright's Business College	45	0	37			10-18	x	x		x			x	x	x				200	50	10	40	6	80-100
129 Bryant's Buffalo Business College*						20	x	x		x			x	x	x				(e)		10	40		7200
130 Commercial department of Canisius College	20	20	1	1	1	20	x	x		x			x	x	x				100	25	12	52	6	
131 Allen Business College	5	6				19½	x	x		x			x	x	x				500	400	4	52	6	940
132 Elmira Business College			8	30		18	x	x		x			x	x	x						5-10	40	6	40
133 Commercial department, Fort Edward Collegiate Institute.	2	7				20	x	x		x			x	x	0					15	40	40		50
134 Geneva Business College				4		15½	x	x		x			x	x	x						40	40		925
135 Elmwood Commercial and Select School*						20	x	x		x			x	x	x						5	39		62
136 Kinderhook Academy and Commercial College*			1	2		15	x	x		x			x	x	x						12	48	8	130
137 Lima Business College						18½	x	x		x			x	x	x				500	0	10	44	0	180
138 Commercial department of the College of St. Francis Xavier*	23					17	x	x		x			x	x	x				0		3-12	52	12	80-100
139 Metropolitan Business College	51	0	30	20	10	17	x	x		x			x	x	x						12	52	12	40-50
140 Packard's Business College	15	0	5	0	0	20	x	x		x			x	x	x				0		4-12	52	6	100
141 Paine's Business College	6		4	3		21	x	x		x			x	x	x						0			
142 Paine's Up-town Business College	0	0	0	0	0	20	x	x		x			x	x	x									
143 Rochester Business University*	0	0	0	0	0	21	x	x		x			x	x	x									

144	Taylor & Co's Business College and Writing Institute.	10	19																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											</
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* From Report of the Commissioner of Education for 1882-83.

TABLE IV. — *Statistics of commercial and business colleges for 1883-'84, &c. — Continued.*

Note. — The branches taught are indicated by x.

Name.	Number of students.					Branches taught.										Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months in even- ing school.	Annual charge to each stu- dent for tuition.			
	Average age of students.					Common English and correspondence.	Penmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.							
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.																			
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Bryant & Stratton Business College*.....																								
Peirce College of Business.....	20					19	x	x	x	x	x	x	x	x	x	x	x	x	100		12	52	6	\$100
Commercial department of Catholic College of the Holy Ghost.....	0	0	55	0	0	15	x	x	x	x	x	x	x	x	x	x	x	x	110	9	10	42	73	100
Curry Institute and Union Business College.....	31	0	69	6	0	18		x	x	x	x	x	x	x	x	x	x	x	(a)	(a)	10	40	3	75
Duff's Mercantile College.....						19		x	x	x	x	x	x	x	x	x	x	x	0	50	10	40	9	665
Clark's Commercial College.....						20		x	x	x	x	x	x	x	x	x	x	x	700		3-6	52	6	450
Luce's Business College*.....	24	10	32			20		x	x	x	x	x	x	x	x	x	x	x	0	0	12	52	12	75
Williamsport Commercial College.....						18		x	x	x	x	x	x	x	x	x	x	x				48	8	60
Greenwich Commercial College.....	9					19		x	x	x	x	x	x	x	x	x	x	x	165	5	10	41	8	75
Scholfield's Commercial College.....	0	0	0	0	0	20		x	x	x	x	x	x	x	x	x	x	x	200	25	9	51	12	640
Behm's Chatauoga Commercial College.....	0	0	0	0	0	22		x	x	x	x	x	x	x	x	x	x	x	0		9	51	12	55
Goodman's Business College.....						24	x	x	x	x	x	x	x	x	x	x	x	x	0			40	4	55
Knoxville Business College and Telegraphic Institute.*.....	0	19	0	0	0	24		x	x	x	x	x	x	x	x	x	x	x	0		12	52	100	100
Leddin's Business College.....						18	x	x	x	x	x	x	x	x	x	x	x	x						
Practical Business School.....						18		x	x	x	x	x	x	x	x	x	x	x			0	40	100	100
Commercial department, University of the South.....			31	43	12	18	x	x	x	x	x	x	x	x	x	x	x	x			0	40	100	100
Commercial department of Burrill College*.....						14	x	x	x	x	x	x	x	x	x	x	x	x			4	32	25	25
Fort Worth Business College.....	5				4	14	x	x	x	x	x	x	x	x	x	x	x	x			10	44	8	50
Island City Business College.....						17	x	x	x	x	x	x	x	x	x	x	x	x			10	44	8	120
Scherrer's Business College.....	8	9	10	12	1	17	x	x	x	x	x	x	x	x	x	x	x	x	330	27	35	35	40-250	40-250
Scherrer's Business College.....					5	22	x	x	x	x	x	x	x	x	x	x	x	x			31	40	40	40
Commercial College of Trinity University.....					6	15	x	x	x	x	x	x	x	x	x	x	x	x	85	85	9	36	0	18-60
Thorp's Spring Commercial College and Literary Institute.....	37	0	0	0	16	15		x	x	x	x	x	x	x	x	x	x	x						
Mahan's Commercial College.....						20	x	x	x	x	x	x	x	x	x	x	x	x	30	5	6-9	52	0	500
Waco Business College.....						23	x	x	x	x	x	x	x	x	x	x	x	x			3-4	52	50	50
Whitesboro' Normal and Commercial College.....					50		x	x	x	x	x	x	x	x	x	x	x	x	0	0	5	40	50	50

TABLE IV.—Commercial and business colleges from which no information has been received.

Name.	Location.	Name.	Location.
Commercial course in Spring Hill College.....	Near Mobile, Ala.....	St. Joseph Normal Business College.....	St. Joseph, Mo.
Business department of St. Mary's College.....	San Francisco, Cal.....	Business College.....	Salem, N. J.
Garden City Commercial College.....	San José, Cal.....	Browne's Business College.....	Brooklyn, N. Y. (304-306 Fulton st.).
Commercial department of Santa Clara College.....	Santa Clara, Cal.....	Commercial department of St. Joseph's College.....	Buffalo, N. Y.
Commercial department of Pacific Methodist College.....	Santa Rosa, Cal.....	Eastman National Business College.....	Doughkeepsie, N. Y.
Evergreen City Business College.....	Bloomington, Ill. (413 W. 12th st.).	Commercial department of Wake Forest College.....	Wake Forest, N. C.
Commercial course in St. Ignatius College.....	Chicago, Ill. (77, 79, & 81 State st.).	Canton Business College.....	Canton, Ohio.
H. B. Bryant's Chicago Business College and English Training School.....	Indianapolis, Ind.....	Business department of Mt. Union College.....	Mt. Union, Ohio.
Granger's Business College.....	Notre Dame, Ind.....	Overlin Commercial Institute.....	Overlin, Ohio.
Commercial department of the University of Notre Dame.....	Des Moines, Iowa.....	Commercial course in St. Vincent's College.....	Easton, Pa.
Bowen's Business College and Academy.....	Vassalborough, Me.....	Commercial department in Trach's Academy.....	Easton, Pa.
Oak Grove Commercial College.....	Boston, Mass. (608 Washington st.).	Providence Bryant & Stratton Business College.....	Providence, R. I. (283 Westminster st.).
Bryant & Stratton Commercial School.....	Boston, Mass. (608 Washington st.).	Goodman's Business College.....	Nashville, Tenn.
Comer's Commercial College.....	Washington, Mass. (666 Washington st.).	Commercial School in Winchester Normal.....	Winchester, Tenn.
Curtiss Business College.....	Minneapolis, Minn.....	Livinston's Galveston Business College.....	Galveston, Tex.
St. John's Commercial College.....	St. Joseph, Minn.....	Commercial School, Southwestern University.....	Georgetown, Tex.
Curtiss Business College.....	St. Paul, Minn.....	Fond du Lac Commercial College.....	Fond du Lac, Wis.
		Oshkosh Business College.....	Oshkosh, Wis.

TABLE IV.—*Memoranda.*

Name.	Location.	Remarks.
Commercial department of Chaddock College	Quincy, Ill.	No business department nor commercial school connected with this college at present.
Commercial Institute	Bloomfield, Iowa	Formerly a part of the Southern Iowa Normal School and Commercial Institute, which institution has changed its name to Normal and Scientific Institute. (See Table III.)
Clinton Business College	Clinton, Iowa	Closed.
Iowa Business College	Des Moines, Iowa	Consolidated under name of Iowa Business College.
Normal Business College	Detroit, Mich.	Succeeded by Spencerian Business College.
Mayhew Business College	Meridian, Miss.	Succeeded by Goodman's Business College.
Chambers' Business College	St. Louis, Mo.	Not a distinct department.
Commercial department of St. Louis University	Jersey City, N. J.	Succeeded by Drake Business College.
Brown's Business College	Fisherville, N. H.	Closed.
School of Practice	Watertown, N. Y.	Closed.
Watertown Business College	Watertown, N. Y.	Telegraphy only taught for the present.
Hoar's Private Commercial School	Cincinnati, Ohio	Sold to the Thomas Martin & Son Business College Company.
Queen City Commercial College	Cincinnati, Ohio	Apparently superseded by The New Commercial College.
Youngstown Business College and Institute of Penmanship	Youngstown, Ohio	Closed.
Citizens Philadelphia Commercial College	Philadelphia, Pa.	Closed.
Select Commercial School	Philadelphia, Pa.	Closed.
Cochran's Business Night School	Pittsburgh, Pa.	Sold to Curry Institute and Union Business College, Pittsburgh.
Hinning's Portsville Business College	Portsville, Pa.	Closed.
Foeller's Commercial School	Shenandoah, Pa.	Principal is now in charge of Foeller's Institute of Pen Art, Jersey City, N. J. Tyler, Tex.
Mahan's Commercial College	Cleburne, Tex.	Removed to Tyler, Tex.
Texas Normal and Commercial School	Whitesboro', Tex.	Name changed to Whitesboro' Normal and Commercial College.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
1	Kindergarten (Judson Female Institute).	Marion, Ala	1877	Mrs. Margaret E. Lumpkin.	1	22	4-12	1
2	Harmon Seminary Kindergarten.	Berkeley, Cal.....	.....	Miss Carrie Trincano.	..	20	.....	....
3	Market Street Free Kindergarten.	Oakland, Cal. (corner Market and Twenty-second streets).	1883	Miss Helen D. Barnard.	2	65	3-6	5
4	Oakland Free Kindergarten.*	Oakland, Cal. (659 Broadway).	1880	Miss Minnie Oviatt.....	..	40	3-6	3
5	Pagoda Hill Kindergarten.	Oakland, Cal. (1513 Telegraph avenue).	1883	Miss Mary Alice Phelps.	1	40	3-8	6
6	Miss Boyd's School and Kindergarten.*	San Francisco, Cal. (1015 Leavenworth street).	1882	Flora S. Boyd.....	1	12	4-12	4½
7	Buford Free Kindergarten.	San Francisco, Cal. (corner Pacific avenue and Polk street).	1881	Miss Alice Cullen .....	..	30	2-6	4
8	Clementina Street Kindergarten.	San Francisco, Cal. (32 Clementina st.).	1884	Anna L. Manning	1	60	2½-6	4
9	The "Faithfull" Kindergarten.	San Francisco, Cal. (512 Union street).	1881	Miss Cora B. Griffin ..	1	43	3-5	4
10	Free Kindergarten, Art and Work School.*	San Francisco, Cal. (corner Pacific and Sansome streets).	1882	Miss Emma Marwedel.	(a)	50	7-14	(b)
11	Free Kindergarten, No. 4.*	San Francisco, Cal. (1018 Folsom street).	1880	Gertrude R. Briggs and Mrs. Lloyd.	1	45	3-6	4
12	Haight Street Kindergarten (University College).*	San Francisco, Cal. (119 Haight street).	1881	Jessie Curtis	0	12	3-7	5

* From Report of the Commissioner of Education for 1882-'83.

a The normal pupils of the Pacific Kindergarten Normal School.

replies to inquiries by the United States Bureau of Education.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	35	Perforating, embossing, paper folding, stick laying, block building, weaving, embroidering, singing, calisthenics, drawing, and study of natural history.	Blocks, sticks, rings, slates, drawing books, colored crayons, and all appliances necessary for a Kindergarten.	Happiest and most satisfactory results physically and mentally.
----	40			
5	44	Drawing, sewing, pricking, weaving, paper folding and cutting, modelling, and chain making.	Gifts, sticks, tablets, rings, &c., piano, drum, tambourine, blackboards, lunch tables, &c.	Cultivates individuality, imparts dexterity and grace, teaches the child to be industrious, persevering, cleanly, and polite, to concentrate his mind on what is before him, and to express his thoughts with ease.
5	42	All of Fröbel's occupations...	All modern apparatus and appliances for Kindergarten.	The physical and mental development is wonderful, and a grand opportunity is afforded for moral and religious training.
5	46	Sewing, weaving, drawing, paper cutting and folding, gift lessons in blocks, tablets, sticks, and rings, cork work, modelling, games, singing, and object lessons.	Balls, blocks, tablets, sticks, cork, rings, slates, sewing cards, weaving papers, Kindergarten furniture, swings, piano, and two horses and a carriage.	Children who have attended the Kindergarten are more attentive, more orderly, better able to comprehend what is brought to their notice, more capable of interesting themselves, and better prepared for the public school in every way than those who have not attended.
5	47	Rudiments of primary work in connection with Kindergarten gifts. Special attention paid to drawing, sewing, weaving, paper folding, tablets, sticks, and music.	Kindergarten tables and chairs, blackboards, charts, zoölogical and physiological tablets, sticks, slates, drawing books, slates, and materials for sewing, weaving and modelling.	Most beneficial; the young mind is pleasantly occupied and improved and the body given free and careful exercise.
5	40	Singing, motion plays, sewing, weaving, stick and tablet laying, &c.	First, second, third, and fourth gifts, slates, lead pencils, piano, drum, desks, tables, &c.	The beneficial effect on the physical system is perfectly apparent, the marching and gymnastic exercises are enjoyed, and turn the child's thoughts into a healthy channel, and the mental development is very striking.
5	45	Singing, weaving, sewing, drawing, modelling, paper folding, perforating, stick and ring laying.	The gifts and material necessary for the occupations of the system.	The motion plays develop the body and the gifts and occupations the mind; the results are good and influences refining.
5	43	The usual occupations, sewing, drawing, weaving, stick laying, and pricking.	Usual apparatus and appliances.	The whole body is strengthened, and it is impossible to enumerate the good results which this training produces in mental development.
----	40	Fröbel's occupations.....	The Kindergarten gifts and materials.	Develops the mental faculties through artistic and mechanical labor, improves the manners of the children, and turns natural talent into right directions.
5	40	Fröbel's occupations and exercises with the gifts.	Pictures, plants, blackboard, piano, &c.	Very satisfactory.
5	44	Perforating, sewing, drawing, weaving, modelling, paper folding, paper cutting, and chain making.	Gifts, tables, and seats, piano, plants, and a large sunny room.	Children are further advanced mentally than those who have not received the same training.

b Two hours weekly.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
13	The Hearst Kindergarten.	San Francisco, Cal. (512 Union street).	1883	Miss Annie R. Thompson.	1	41	3-5	4
14	Jackson Street Free Kindergarten.	San Francisco, Cal. (116 Jackson street).	1879	Miss Belle T. Scott....	1	100	2½-5	4
15	Jackson Street Public Kindergarten.*	San Francisco, Cal. (116 Jackson street).	1880	Flora van Den Bergh.	..	45	4-6	5
16	Kindergarten of the Little Sisters' Infant Shelter.	San Francisco, Cal. (512 Minna street).	1879	Miss Fannie Temple...	...	45	2-6	4
17	Kindergarten of Van Ness Seminary.	San Francisco, Cal. (813 Van Ness ave.).	1877	Mrs. Julia Gihon.....	0	15	4-6	5
18	Kindergarten of Young Women's Christian Association.*	San Francisco, Cal. (29 Minna street).	1880	Eda F. James.....	1	50	2½-6	4
19	Kindergarten (Protestant Orphan Asylum).*	San Francisco, Cal....	1881	Marcia D. Crane.....	1	48	3-6	3½
20	Mission Free Kindergarten.	San Francisco, Cal. (Bartlett and Twenty-second streets).	1882	Miss Lily L. Ransom..	2	68	3-8	5
21	Model Kindergarten*.	San Francisco, Cal. (1711 Van Ness ave.).	1880	Emma Marwedel.....	3	40	3-12	3, 5
22	New Silver Street Kindergarten, No. 1.	San Francisco, Cal. (64 Silver street).	1882	Miss Nora A. Smith.....	75	3-6	4	
23	New Silver Street Kindergarten, No. 2.	San Francisco, Cal. (64 Silver street).	1882	Mrs. Mary E. Arnold....	75	3-6	4	

*From Report of the Commissioner of Education for 1882-'83.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	43	The usual occupations, sewing, drawing, weaving, stick laying, and pricking.	The usual apparatus and appliances.	
5	40	Pricking, sewing, drawing, weaving, paper cutting, paper folding, and modelling.	Piano, squared tables, squared blackboard, slates, gifts, and everything essential to a first class Kindergarten.	
5	42	Weaving, sewing, pricking, paper folding, paper cutting, drawing, stick laying, and slat work.	Gifts, tables, benches, pictures, slates, and squared blackboards.	Children are better fitted mentally and morally to begin the hard world of school, having been trained to habits of attention, thoughtfulness, and obedience, accompanied with pleasing and strengthening physical exercise.
5	44	Fröbel's occupations, music, gymnastics, &c.; reading, natural history, spelling, and writing for the advanced class.	The usual Kindergarten materials, piano, plants, pictures, &c.	Very satisfactory.
5	42			
5	...	Exercises with 1st, 2d, 3d, and 7th gifts, drawing, stick laying, paper folding, weaving, and sewing, accompanied with songs and games.	Kindergarten furniture, gifts, and material for occupations.	Superior to any other system for harmonious training of body and mind.
5	51	Weaving, sewing, pricking, paper folding, stick laying, chain making, tablet laying, drawing, 1st, 2d, and 3d gifts, games, and stories.	Instructive pictures of the various products of the animal, vegetable, and mineral kingdoms, blackboards, &c.	Through the occupations, games, and exercises, the muscular system is evenly and carefully developed, and every mental faculty is furnished support and nourishment.
5	42	Sewing, weaving, drawing, modelling, stick laying, paper folding, paper cutting, paper twisting, paper pasting, perforating, tablet and ring laying, building with blocks, singing, and marching.	Fröbel's gifts and materials for the occupations.	Makes the children vivacious, obedient, attentive, and observing; accustoms them to memorize and reason; and teaches self control, amiability, self reliance, honesty, promptness, and cleanliness.
5	40	Usual occupations, culture of flowers and vegetables, silk raising, &c.	Usual apparatus, a garden, a palm grove, a playground, cabinets, pictures, sand tables, and appliances for modelling.	Develops muscular strength, self reliance, and general health, teaches clearness and precision in the use of the hand, leading to skill in art and the mechanics, influences the intellectual, social, and ethical natures and gradually leads the youngest child into the kingdom of righteousness, order, and beauty.
5	43	All of Fröbel's occupations ...	A room, 70 x 30 feet, beautifully decorated and furnished, Fröbel's gifts, small collection of minerals, birds, fishes, &c., a piano and other musical instruments.	The children are remarkable for their punctuality and attendance, though coming from the poorest classes only, and the refining and elevating influences affect not only the children but the parents.
5	43	All of Fröbel's occupations ...	Large airy room, completely equipped with furniture, and apparatus for a model Kindergarten.	The children are remarkable for their punctuality and attendance, though coming from the lowest classes only, and the refining and elevating influences affect not only the children but the parents.

a At San Francisco; first established at Los Angeles in 1876.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
24	Peabody Kindergarten.	San Francisco, Cal. (64 Silver street).	1883	Miss Alice Heath.....	.....	42	3-5	4
25	Pioneer Free Kindergarten.	San Francisco, Cal. (117 Turk street).	1881	Mrs. Fanny H. Gray..	1	50	3-7	5
26	Union Street Public Kindergarten.	San Francisco, Cal. (512 Union street).	1881	Anna M. Stovall.....	0	40	5-6	4
27	Willard Kindergarten.	San Francisco, Cal. (Fell street).	1883	Miss Crary.....	.....	.....	.....	.....
28	Zeitska Institute Kindergarten.	San Francisco, Cal. (923 Post street).	1877	Mrs. F. Taubman.....	1	30	3-7	3
29	Kindergarten*.....	San José, Cal. (cor. Empire and 15th streets).	1881	Edith C. Mason.....	.....	25	3-7	3½
30	San José Free Kindergarten.*	San José, Cal.....	1882	Helen D. Barnard.....	1	45	3-6	3
31	Kindergarten*.....	Bridgeport, Conn. (287 Myrtle avenue).	1872	Miss Hannah W. Terry	3	40	3-7	3
32	Kindergarten (Connecticut School for Imbeciles).	Lakeville, Conn.....	.....	.....	.....	23	.....	.....
33	Charity Kindergarten.	New Haven, Conn.....	.....	.....	.....	.....	.....	.....
34	Free Kindergarten....	New Haven, Conn. (64 William street).	1884	Miss Angeline Brooks.	2	60	3-6	3
35	West End Institute Kindergarten.	New Haven, Conn. (99 Howe street).	1875	Mrs. Sarah L. Cady, principal of institute.	1	15	4-7	4
36	American Kindergarten.	New Milford, Conn. (Elm street).	1875	Mary C. Wells.....	1	18	4-12	5
37	Wilmington Fröbel Kindergarten.	Wilmington, Del. (West street, above Eighth street).	1879	Miss Cora H. Rust....	2	30	3-8	3

* From Report of the Commissioner of Education for 1882-'83.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week		Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13	
5	43	All of Fröbel's occupations . .	Piano, blackboards, slates, and all of Fröbel's gifts.	Cultivates individuality, industry, perseverance, patience, dexterity, economy, cleanliness, and thrift, and the system indirectly elevates the state of society wherever its influence is felt.	
5	45	Weaving, sewing, drawing, paper folding, exercises with tablets, sticks, rings, first six gifts, chain making, songs, and games.	A full assortment of Fröbel's gifts and occupations, pictures, piano, &c.	Most excellent; the tender young muscles are strengthened almost imperceptibly by motion plays and gymnastics, while the brain, through sympathy with hand work and by observation, is made logical in conclusion and original in conception.	
5	43	Usual Kindergarten occupations.	Usual apparatus and appliances.	Harmonious development of the child's threefold nature.	
5	44	Exercises with Fröbel's gifts, exercises in numbers, writing and reading from charts, singing, games, calisthenics, &c.	The gifts, pictures, charts, numerical frames, squared tables, &c.	Makes the little ones sociable, polite, kind, obliging, unselfish, orderly, apt in all mechanical occupations, docile, obedient, and calls into action all the finest qualities of their natures; the games are calculated to give grace and strength, and the system develops the perceptive faculties in a marked degree.	
5	32	Usual occupations.			
5	---	Sewing, drawing, paper folding, paper cutting, weaving, chain making, and modelling.	Musical instruments (piano, drum, tambourine, triangle), squared blackboards, natural history charts, a garden, 1st, 2d, and 3d gifts, tablets, shells, &c.	Develops the powers of perception, expression, and invention, encourages individuality, strengthens and gives grace to the body, and trains to manual dexterity.	
5	40	Those belonging to Fröbel's system.	All needed under Fröbel's system.	Excellent. In many instances marked and striking.	
5	---	The usual occupations of Fröbel Kindergarten and gift exercises.	All usual appliances, all of Fröbel's gifts and Professor Batchelor's apparatus for teaching music by color.	It is the natural method of education and is good in its effect on the physical, mental, and moral development of the child.	
5	36	Fröbel's gifts, embroidery, drawing, weaving, paper cutting, marching, gymnastics, games, singing, reading, spelling, numbers, geography; also oral lessons in French and botany and other subjects.	Blocks, sticks, rings, weaving and perforating needles, numerical frame, gonigraph, piano, &c.	Cultivates patience, perseverance, sociability, and a desire for knowledge.	
5	40	Lessons with blocks, weaving, perforating, embroidering, drawing, coloring, painting, and modelling in clay.	Blocks, cards, zephyrs, pencils, colored crayons, paints, perforators, needles for weaving, clay, and knives for clay modelling.	Natural physical and mental development.	
5	36	All of Fröbel's gifts and occupations, games, songs, calisthenics, &c.	Those used in a Fröbel Kindergarten, plants, pictures, black board, minerals, aquarium, piano, &c.	Cultivates habits of attention, observation, thoughtfulness, sociability, kindness and cheerfulness, and is also a superior preparation for advanced school work.	

a Has since removed to Oakland.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
38	Kindergarten (Sterne's Institute).	Albany, Ga. ....	.....	Miss Lucy R. Hara ..	.....	.....	.....	.....
39	Mrs. M. A. Thornbury's Kindergarten.	Albany, Ga. (cor. Residence and Jefferson streets).	1879	Mrs. M. A. Thornbury	2	35	4-8	5
40	Kindergarten (Atlanta Female Institute).	Atlanta, Ga. ....	.....	Miss Hattie Glover ..	.....	.....	4-7	.....
41	Belleville Kindergarten.	Belleville, Ill. (Jackson street).	1874	Miss Anna Trotz	1	a50	3-7	4
42	Bethesda Mission Kindergarten.	Chicago, Ill. (368 S. Clark street).	1882	Emma M. Chambers ..	2	40	3-7	3
43	Fourth Avenue Kindergarten.	Chicago, Ill. (129 Fourth avenue).	1882	Emma M. Chambers ..	1	35	3-7	3
44	Fröbel Kindergarten, Helmstreet's Classical Institute.*	Chicago, Ill. (420 Wabash avenue).	1882	Mesdames Bovée and Digby.	....	21	4-6	3
45	German-American Kindergarten.	Chicago, Ill. (122 South Morgan street).	1873	Miss Mathilde Burmester.	1	30	4-8	3½
46	Misses Grant's Kindergarten.*	Chicago, Ill. (247 and 249 Dearborn avenue).	1878	Misses Annie L. and Mary Howe.	2	34	3-9	3
47	Groveland Avenue Kindergarten.	Chicago, Ill. (3136 Groveland avenue).	1882	Josephine I. McGuire.	0	15	3-8	3
48	Halsted Street Charity Kindergarten.	Chicago, Ill. (13 Halsted street).	1883	Anna M. Holbrook....	3	50	3-7	3
49	Herford Kindergarten, A. M.*	Chicago, Ill. (corner 22d and Arnold streets).	1881	Miss Lottie Sammons.	2	50	3-5½	3
50	Herford Kindergarten, P. M.*		1882	Miss M. A. Powell	1	.....	.....	.....
51	Kindergarten.....	Chicago, Ill. (Tabernacle, Morgan street and Indiana avenue).	.....	Miss Rolfe.....	.....	.....	.....	.....
52	Kindergarten.....	Chicago, Ill. (307 Sedgwick street).	.....	Miss Payne.....	.....	.....	.....	.....
53	Kindergarten, Burr Mission.	Chicago, Ill. (Wentworth avenue and 25th street).	1883	Mrs. M. Isabel Carpenter.	...	103	.....	.....
54	Kindergarten, Dr. Schwab's Independent Society.	Chicago, Ill. ....	.....	Mrs. A. B. Scott.....	.....	.....	.....	.....
55	Kindergarten (Girls' Higher School).	Chicago, Ill. (487 and 489 La Salle avenue).	1881	Miss Sallie E. Grigg ..	....	12	4-7	3

* From Report of the Commissioner of Education for 1882-'83.

a Average number.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	38	All the gift exercises, weaving, perforating, card board work, modelling, paper folding, mounting crayon work, games, and object lessons. Fröbel's occupations and gift exercises.	Tables, blackboards, Kindergarten gifts, material for the occupations, &c.	It aids materially in the mental and moral development of the child.
5	47	Fröbel's occupations and gifts, gymnastics, object lessons, singing, and declamation.	The twenty gifts and occupations, Indian clubs, wands, and pictures.	The child is educated and developed mentally, morally, and physically.
5	40	Modelling, drawing, sewing, crayon work, mat weaving, and peas work.	Five tables, four dozen chairs, one checked blackboard, one dozen of 1st, 2d, 3d, and 4th gifts, cardboard, worsted, and needles.	Excellent physical development, and superior preparation for public school.
5	40	Modelling, peas work, sewing, drawing, perforating, object lessons, and games.	Kindergarten tables, chairs, Fröbel's gifts (including the ball, cube, and cylinder, and divisions and subdivisions of the same).	Develops the physical nature, exercises the powers of observation, and inculcates habits of industry.
5	52	Exercises with all the gifts, marching, singing, and gymnastics.	The usual gifts and a piano.	It awakens the faculties of the mind, and improves and develops them in a wonderful degree.
5	40	All the usual Kindergarten occupations.		
5	40	Modeling, folding, weaving, sewing, drawing, pricking, bead and straw stringing, exercises with the gifts, singing, playing, marching, and care of plants.	Tables, chairs, squared slates, blackboards, drawing books, worsted balls, blocks, sticks, tablets, rings, materials for modelling, weaving, folding, pricking, sewing, and stringing, a piano, plants, and natural history cards.	Imparts manual dexterity and grace in motion, trains the eye and ear, develops the powers of perception, attention, and imagination, and stimulates the memory.
5	40	Geometrical and fancy sewing, weaving, perforating, interlacing, drawing, and designing.	All requisite for the regular Fröbel system.	Makes the child easy and graceful and eager for knowledge.
5	40	Weaving, sewing, paper folding, modelling, and pasting.	Kindergarten tables and chairs, gifts and materials for the occupations.	
5	....	Perforating, sewing, weaving, paper folding, paper cutting, drawing, modelling, singing, marching, and games.	Balls, beads, sticks, tablets, blocks, and lentils.	Imparts deftness to the hands, and grace and ease to the whole body, teaches accuracy, invention, symmetry of form, harmony of color, and love of the beautiful; cultivates habits of neatness, kindness, forbearance, self-control, and politeness.
5	38½	Fröbel's system is followed as closely as possible, and a half an hour given daily to reading.	Usual tables, chairs, blackboards, gifts, and apparatus, wall pictures, clay, books, and access to natural history specimens of the school, &c.	A true Kindergarten gives to her pupils a new meaning to existence; they are benefited physically, mentally, and morally.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist- ants.	Pupils.		Number of hours taught daily.
						Number of.	tween the ages of —	
	1	2	3	4	5	6	7	8
56	Kindergarten (Mrs. Loring's School for Young Ladies).	Chicago, Ill. (2535 Prairie avenue).	1878	Miss Betty Harrison..	2	20	4-8	3
57	Kirkland Kindergarten.	Chicago, Ill. (275 Huron street).	1881	Misses Marie Louise Henry and Hattie A. Brown.	2	32	3-6	3
58	Mosley Kindergarten.	Chicago, Ill. (Calumet, between 25th and 26th streets).	.....	Miss Boomer.....	.....	146	.....	.....
59	Pacific Garden Mission Free Kindergarten.*	Chicago, Ill. (40 Fourth avenue).	1881	Josephine I. McGuire.	4	92	3-7	3
60	Plymouth Kindergarten.	Chicago, Ill. (3002 Portland avenue).	.....	Miss Soper.....	.....	73	.....	.....
61	Railroad Chapel Kindergarten.*	Chicago, Ill. (1419 State street).	1882	Miss Cora Eberhart...	3	48	3-7	3
62	Holy Trinity School Kindergarten.	Danville, Ill. (310 Vermillion street).	1880	Miss Emma T. Lehman.	1	30	3½-8	3½
63	Kindergarten.....	Englewood, Ill.....	.....	Mrs. Alice H. Putnam.....	.....	.....	.....	.....
64	Forestville Public Kindergarten.	Hyde Park, Ill. (corner 45th street and St. Lawrence avenue).	1877	Emily G. Hayward...	.....	40	3-	2
65	Kindergarten.....	Normal Park, Ill.....	.....	Mrs. Alice H. Putnam.....	.....	.....	.....	.....
66	Chesapeake Street Free Kindergarten.	Indianapolis, Ind.....	1883	Mrs. E. A. Blaker....	1	20	.....	.....
67	Classical School Kindergarten.	Indianapolis, Ind. (Pennsylvania st.).	1882	Nora Farquhar.....	1	30	4-8	3
68	Miss Farquhar's Kindergarten.	Indianapolis, Ind. (123 W. Michigan st.).	1882	Mary E. Farquhar....	1	30	4-7	3
69	Indianapolis Kindergarten No. 1.	Indianapolis, Ind. (345 North Pennsylvania street).	1875	Miss Alice Chapin....	3	15	3-5	3
70	North End Kindergarten.	Indianapolis, Ind. (750 N. Indianapolis st.).	1880	Mary L. Aughinbaugh	1	18	3-10	3
71	Private Kindergarten (Indiana Kindergarten Training School).	Indianapolis, Ind.....	.....	Mrs. E. A. Blaker.....	.....	.....	.....	.....
72	Riverside Free Kindergarten.	Indianapolis, Ind.....	.....	Miss Alice Chapin....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1882-'83.

a Average attendance.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Fröbel's occupations and gifts, movement plays, marching, &c.	Kindergarten tables, chairs, sand tables, plants, piano, &c.	It gives increased physical and mental strength, especially power to observe accurately and skill to execute.
5	40	All of Fröbel's twenty gifts and occupations.	Squared tables, slates, black-board, drawing books, gift materials, microscope, mineral and natural history specimens, and gymnastic apparatus.	Harmonious development of body and mind. The child becomes strong, graceful, polite, self-dependent, skilful, thoughtful, and constructive, and the system is a superior preparation for later school work.
5	40	Fröbel's occupations.....	.....	Imparts elasticity and harmony in movement, promotes health and cheerfulness, awakens the observing powers and a desire for knowledge, and teaches the child the use of surrounding objects and to handle, to combine, and to construct intelligently.
5	40	Perforating, sewing, weaving, paper folding, paper cutting, and intertwining, peas work, modelling, drawing, and exercises with the gifts.	1st, 2d, 3d, 4th, 5th, and 6th gifts, representing solids; 7th, 8th, and 9th gifts, representing surfaces; 10th, 11th, and 12th gifts, representing lines; 13th gift, representing the point; materials for the occupations, chairs, and tables.	Promotes health of body and mind, sometimes producing wonderful results.
5	40	Usual Kindergarten work, folding, pricking, modelling in clay, block building, drawing, needlework, weaving, games, and physical exercise.	Usual apparatus of a Fröbel Kindergarten, together with the various gifts and all materials necessary for the occupations.	Makes not only wiser but better men and women by the equal, full, and harmonious development of the three-fold nature.
5	40	1st, 2d, 3d, 4th, 5th, 9th, 10th, weaving, sewing perforating, peas work, clay modelling, &c.	Usual Kindergarten appliances.	Imparts ease and erectness to the carriage, brightens and exhilarates the whole deportment, and quickens the powers of perception and understanding.
5	38	Fröbel's occupations.....	As usual in a well equipped Kindergarten.	Good.
5	36	Fröbel's gifts and occupations, songs and plays.		
5	20	Gifts and occupations, gardening, plays, trips to the woods and fields.	All needed appliances.	
5	40	Building with cubes, planes, sticks, and rings; drawing, sewing, weaving, paper folding, paper cutting, and modelling.	Cubes, sticks, planes, rings, chairs, drawing material, natural history, cabinet, piano, &c.	Makes the children graceful, polite, and cleanly; develops ideas of number and form, and teaches the use of the faculties in various ways.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
73	Southside Free Kindergarten.	Indianapolis, Ind. (corner Chadwick and McCarty streets).	1882	Mrs. Anna P. Fleming	0	35	3-6	3
74	West Market Street Free Kindergarten.	Indianapolis, Ind. (282 W. Market street).	1882	Mrs. E. A. Blaker	1	440	2½-7	3
75	Mrs. Wynn's Kindergarten.*	Indianapolis, Ind. (159 Park avenue).	1880	Mrs. Cynthia C. Wynn	0	15	3-7	4
76	Mrs. Endora Hailmann's Kindergarten.	La Porte, Ind.	1883	Mrs. Endora Hailmann .....	.....	.....	.....	.....
77	Kindergarten (Henry County Children's Home).	Spiceland, Ind.	1881	Ada Fussell .....	.....	15	3-8	3
78	{ Kindergärten (2) of the Society for Or- ganizing Charity. Cedar Rapids Kinder- garten.	{ Terre Haute, Ind. Cedar Rapids, Iowa (230 Third avenue).	1877	Mrs. C. F. Madeira and Misses Bessie and Lucy Madeira.	3	48	3½-8	3
80								
81	Des Moines Public School, Irving Kindergarten.	Des Moines, Iowa (Pleasant street).	1884	Mrs. Lucy B. Collins..	3	60	5-7	3
82	Kindergarten School..	Manchester, Iowa (Howard street).	1878	Mrs. E. J. Congar	0	20	3-7	4
83	Kindergarten department, State Normal School.	Emporia, Kans. (Twelfth avenue).	1882	Miss Emilie Kublmann.	1	50	4-9	3
84	Lawrence Kindergarten.	Lawrence, Kans.	1874	Miss Georgina Coathupe.	1	27	3-10	3
85	Kindergarten (College of the Sisters of Bethany).	Topeka, Kans.	1880	Miss Lizzie Officer....	2	58	3-10	3½
86	Kindergarten (Kentucky Institution for the Blind).*	Louisville, Ky.	1881	Miss Eleanor Beebe...	0	20	6-12	4

* From Report of the Commissioner of Education for 1882-'83.

a Average attendance.

inquiries by the United States Bureau of Education — Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
5	48	Lessons with 1st, 2d, 3d, 4th, and 7th gifts, drawing, stick laying, sewing, peas work, ring laying, weaving, paper folding, clay modelling, games, and music.	Cabinet, tables, chairs, gift materials, slats, pencils, rings, weaving materials, needles, mats, sewing cards, &c.	
5	52	Fröbel's occupations.....	Those given by Fröbel.....	Healthy and harmonious growth.
5	40	Fröbel's occupations.....	Fröbel's appliances.....	Promotes natural growth of the muscles, awakens perception, cultivates taste in design, and makes children more thoughtful, sympathetic, and happy.
5	48	1st, 2d, 3d, 4th, part of 7th, 8th, 9th, 10th, 11th, 12th, 14th, 18th, 19th, and 20th gifts.	Kindergarten tables, chairs, blackboard, all the necessary gifts and material for the occupations, cheerful, pleasant, and comfortable rooms.	Very gratifying; many of the children admitted to the home are considerably enfeebled in body and mind, and nothing else could so help to awaken the mental faculties and give strength and skill to the useless fingers. With the brighter children the results are very satisfactory.
5	39	All Fröbel's occupations, gifts, and games.	Piano, globes, pictures, and all materials necessary for instruction in a Kindergarten.	Develops harmoniously the physical, mental, and moral powers of the child.
5	38	All of those given by Fröbel..	1st to 9th gifts, blackboards, cabinet, and piano.	Develops the physical and mental natures without forcing either, and the child learns to combine the alphabet of knowing with that of doing.
5	24	Paper folding, sewing, ring laying, &c.	Cubes, slats, tablets, &c....	Promotes healthy physical and mental growth, and prepares the child for the more rigid discipline of the public school.
5	40	Weaving, perforating, embroidery, paper folding, peas work, drawing, &c.	Good set.....	All that is claimed for it by any intelligent advocate.
5	50	Weaving, embroidery, block building, drawing, perforating, paper folding, singing, playing, lessons in number and the alphabet, and for the more advanced pupils reading, writing, and arithmetic.	Squared tables, blackboards, blocks, balls, pegs, tablets, embroidery cards, and materials for weaving and folding.	Improves the child physically and mentally, teaches him to be unsloth, trains the eye and hand, strengthens the memory, and develops ideas of number.
5	36	Sewing, weaving, pricking, paper folding, drawing, object lessons, gift lessons, games, singing, reading, writing, spelling, numbers, &c.	Piano, tables, chairs, blocks, slats, sticks, slats, charts, kitchen garden appliances, balls, tablets, and materials for parquetry.	Strengthens the muscles, cultivates the observing powers, and develops the mental faculties generally.
5	40	Weaving, paper folding, embroidery, modelling, perforating, tablet, stick, and ring laying, block building, outline work with cork and wire, bead stringing, cord knotting and braiding, games, slate work, &c.	Materials for weaving, sewing, and modelling, tablets, sticks, rings, balls, 2d, 3d, and 4th gifts, wires and cork cubes, wax, beads, type, and slates for the blind.	Produces the happiest results; the natural and pleasing incentives to effort arouse and interest the dormant minds, make sensitive and skilful the feeble hands, and put body and mind into a healthier condition than former methods have done.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
87	Kindergarten of Locquet-Leroy Institute.*	New Orleans, La. (280 Camp street).	.....	Mrs. P. P. Lowry .....	.....	24	3-9	3
88	Southern Academic and Kindergarten Institute.	New Orleans, La. (67 Coliseum street, corner of St. Mary).	1881	Kate C. Seaman	4	75	4-9	3
89	Center Street Kindergarten.	Portland, Me. (Center street).	1883	Miss Sallie C. Barstow.	0	30	3½-6	5
90	Kindergarten (Miss Sargent's School).	Portland, Me. (148 Spring street).	1874	Mrs. Alice L. Carter..	1	18	3-6	3
91	Carrollton Avenue Kindergarten.*	Baltimore, Md. (175 Carrollton avenue).	1881	Miriam Gover	1	11	3-7	3
92	Free Kindergarten of Women's Christian Temperance Union.	Baltimore, Md. (16 W. Baltimore street).	1883	Mrs. Welsh	0	30	3-7	....
93	Kindergarten (St. Vincent's Infant Asylum).	Baltimore, Md. ....	.....	.....	.....	.....	.....	.....
94	Miss Williams' Kindergarten.	Baltimore, Md. (n. e. corner Park and Eager streets).	1874	E. Otis Williams	1	20	3-7	3
95	Miss Yeates' Kindergarten.	Baltimore, Md. (89 McCulloh street).	1875	Miss O. Yeates	1	25	4-10	5
96	Zion School Kindergarten.	Baltimore, Md. (N. Gay street).	1874	Miss Anna Brummer..	2	19	5-7	4
97	Kindergarten, Notre Dame, of Maryland.	Embla, Md. ....	.....	.....	.....	.....	(a)	.....
98	Abby Tolman Memorial Kindergarten.*	Boston, Mass. (Tennyson street, Starr King School).	1873	Mary T. Smith .....	.....	25	3-6	8

*From Report of the Commissioner of Education for 1882-'83.

a Under 10.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	36	Lessons in form and color, object lessons in natural history, calisthenics, perforating, embroidering, embossing, weaving, chain making, stick and ring laying, modelling, interlacing, and designing.	Blackboard, tables, chairs, piano, cabinet, blocks, materials for modelling, sticks, rings, and slats.	Develops the muscles, enlarges the chest, and strengthens weak lungs, gives graceful and easy carriage to the body, cultivates the memory, awakens perception, teaches children to examine objects for themselves and to give expression to their ideas, and inculcates lessons of love to God and humanity.
5	40	Modelling, drawing, sewing, weaving, perforating, peas work, stick laying, paper cutting, paper folding, mathematical exercises with blocks, sticks, rings, &c.	Squared tables, chairs, piano, cymbals, triangles, bells, Kindergarten blocks, sticks, rings, and materials for the occupations.	Marked development of mind and body.
5	40	1st, 2d, 3d, 4th, 7th, 10th, and 11th gifts, sewing, drawing, weaving, paper folding, modelling, pasting, &c.	Tables, chairs, cabinet for material, squared board, and all of the gifts and occupation material.	Marked physical, mental, and moral development.
5	38	Those of a true Kindergarten, where only Fröbel's principles are admitted.	Those necessary for a true Kindergarten.	Superior preparation, both physically and mentally, for future school work, inducing orderly habits of thought, and also making the children kind and thoughtful for each other.
5	40	Exercises with balls, blocks, tablets, slats, sticks, rings and beads, pricking, sewing, drawing, weaving, interlacing, paper folding, paper cutting, peas work, modelling, songs, and games.	Tables, chairs, blackboard, piano, and all material necessary in the use of Fröbel's gifts.	Makes the children strong, graceful, and easy in their movements, teaches them to observe closely and to express their ideas clearly, and cultivates cheerfulness, gentleness, and unselfishness.
.....	.....	.....	.....	Wonderful physical, mental, and moral improvement in the child and an elevating and refining influence in their homes.
5	36	Fröbel's Kindergarten occupations.	Imported German Kindergarten materials.	Excellent.
5	36	Building, exercises with tablets, slats, peas, sticks, rings, thread, perforating, modelling, embroidering, net work, drawing, painting, weaving, intertwining, paper folding, paper cutting, and cardboard work.	Kindergarten tables, blocks, materials for perforating, modelling, sewing, painting, and weaving.	
5	40	Building with blocks, modelling, forming figures with sticks, rings, tablets, slats, &c., weaving, paper cutting, paper folding, gardening, marching, singing, and a variety of games.	All the necessary appliances for the occupations and exercises.	Strengthens the body, promotes ease, grace, elasticity, and firmness of movement, stimulates the mind, cultivates gentleness, friendliness, and sociability, and is an excellent preparation for school work.
5	50	Lessons with 1st, 2d, 3d gifts, tablets, sticks and rings, weaving, sewing, paper folding, drawing, modelling, bead stringing, and games.	Kindergarten chairs and tables, and the usual materials.	The physical, mental, and moral training is decided in its effects, each child being trained individually; it is not only noticeable in the Kindergarten, but in the home life.

TABLE V.—Statistics of Kindergärten for 1883-'84; from replies to

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
99	Mrs. Brown's Kindergarten.	Boston, Mass. (Hotel Cluny, Boylston street).	1880	Mrs. A. K. Brown.....	0	15	3-6	3
100	Chardon Court Kindergarten.	Boston, Mass. (School-house, Chardon Court).	1880	Ida A. Noyes	1	50	3½-5	3
101	Charity Kindergarten, Winchell school-house.*	Boston, Mass. (Blossom street).	.....	Mary C. Peabody	25	3½-4	3	
102	Channey Hall Kindergarten.	Boston, Mass. (259 Boylston street).	1874	Lucy Wheelock.....	1	14	3-7	3½
103	Cottage Place Charity Kindergarten.	Boston, Mass. (1267 Tremont street).	1879	Sara E. Wiltse.....	1	50	3½-5	3
104	East Street Kindergarten.	Boston, Mass. (primary school-house, East street).	1877	E. L. Alter.....	1	50	3½-5	3
105	Kindergarten, Perkins Institution and Massachusetts School for the Blind.	Boston, Mass. ....	.....	Miss Della Bennett				
106	North Margin Street Kindergarten.*	Boston, Mass. (64 N. Margin street).	1878	Anna Spooner	0	25	3-6	3
107	Parmenter Street Kindergarten, No. 1.*	Boston, Mass. (Cushman School).	1878	Mrs. Sarah S. Ropes...	1	50	3-5	3
108	Parmenter Street Kindergarten, No. 2.*	Boston, Mass. (Cushman School).	1879	Miss Mary E. Cotting	1	53	3-5	3
109	Private Kindergarten	Boston, Mass. (52 Chestnut street).	1872	Misses Mary J. Garland and Rebecca J. Weston.	3	63	3-5	3
110	Brookline Private Kindergarten.*	Brookline, Mass. (Harvard street).	1881	Annie B. Winchester..	2	21	3-7	3
111	Kimball Farm Kindergarten.*	Brookline, Mass. (cor. Walter avenue and Tremont street).	1879	Misses Stodder and Cushman.				
112	Private Kindergarten.	Chelsea, Mass. (No. 16 Everett avenue).	1879	Louise De Bacon	1	20	3-9	3
113	Florence Kindergarten	Florence, Mass. (Pine street).	1876	Ella C. Elder.....	5	88	3-7	3

* From Report of the Commissioner of Education for 1882-'83.

inquiries by the United States Bureau of Education — Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
5	40	Moulding in clay, building, stick and tablet laying, paper folding, weaving, sewing, drawing, peas work, and pricking.	Clay, blocks, tablets, paper, sticks, mats, cards, drawing books, wire, &c.	Develops the body and cultivates the intellectual powers.
5	40	Sewing, weaving, pricking, stick laying, drawing, gift lessons, color lessons, object lessons, modeling, games, singing, and stories.	Two large rooms, furniture suitable to children, and best possible apparatus.	Promotes physical health, imparts quickness and acuteness in distinguishing objects, and develops the power of expression, and makes pupils happy in their relationship with one another.
5	....	Block lessons, drawing, sewing, weaving, pricking, stick and ring laying, color lessons, singing, &c.	Materials for occupations and gifts.	Excellent.
5	36	Building, weaving, sewing, painting, folding, drawing, laying figures, and counting with sticks, beans, peas, &c.	Slates, drawing books, painting books, balls, 2d, 3d, 4th, and 5th gifts, and materials for the occupations.	Symmetrical development; the physical nature is developed at the same time that the mind is unfolded in a natural, unforced way.
5	40	Block building, paper folding, form laying, weaving, drawing, sewing, modelling, number and color lessons, games, &c.	Fröbel's gifts, piano, blackboard, drawing material, tables, chairs, window gardens, library, and cabinet.	Marked awakening of the slow minded and corresponding improvement of general health.
5	40	Usual occupations	Usual appliances and apparatus.	Satisfactory.
...	....	Those occupations which tend to awaken and exercise the powers of observation, comparison, combination, invention, memory, reflection, and action.	All means and appliances necessary to the carrying out of this method of instruction.	Most beneficent; no training of primary classes of blind children can attain a high degree of efficiency without its assistance.
5	40	Usual Kindergarten occupations.	.....	Beneficial.
5	40	Fröbel's occupations.....	All regular Kindergarten gifts and materials.	Trains the child into habits of self control, makes him graceful in movement, observant and intelligent, and is beneficial in its effect on the moral nature.
5	40	Fröbel's occupations.....	Complete furniture and all material necessary for a true Kindergarten.	Strengthens physically, awakens interest in self and surroundings, and inculcates a love for truth and the best things in life.
5	36	Fröbel's occupations and gift exercises.	Usual Kindergarten apparatus.	Good.
5	29	Weaving, sewing, stick laying, drawing, building, and designing.	Blocks, colored paper, straws, worsted, needles, beads, planes, slates.	Trains each child individually, developing body and mind harmoniously.
5	40	Fröbel's occupations, gifts, and games, with reading, writing, and arithmetic for the older pupils.	All necessary appliances....	Satisfactory to parents and teachers.
5	40	Those of a Fröbel Kindergarten, marching, singing, care of plants, instruction in music by the tonic sol fa method, and instruction in reading, writing, and numbers during part of the 4th year.	A commodious building, with grounds for gardening and play, the usual Kindergarten materials, tables, chairs, pictures, two pianos, and a comfortable vehicle for transportation of children during inclement months.	The training gives ease and grace of movement, manual dexterity, love of work, eagerness for knowledge, and respect for the rights of others.

a Includes pupils in advanced classes.

TABLE V.—Statistics of Kindergärten for 1883-'84; from replies to

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
114	Kindergarten*	Jamaica Plain, Mass. (Green street).	1875	Carrie E. Josselyn	1	50	3-7	3
115	Mrs. Putman's Kindergarten department.*	Jamaica Plain, Mass. (Alveston street).	1877	Miss Annie Winchester.	0	6	4-6	3
116	Newtonville Kindergarten.*	Newtonville, Mass....	1882	Miss Katherine S. Willard.	....	10	3-6	3
117	Kindergarten.....	Northampton, Mass. (20 Main street).	1882	Mary K. Clark.....	1	12	4-	3, 4
118	Bickford Street Kindergarten.*	Roxbury, Mass. (23 Bickford street).	1879	Agnes P. Hale.....	2	75	3½-5½	3
119	Kindergarten.....	West Newton, Mass. (Highland street).	1877	Mrs. Nancy C. Sweetser.	1	12	3-7	3
120	The Detroit Day Nursery and Kindergarten.	Detroit, Mich. (58 Church street).	1882	Miss Olga Meyrowitz.	0	65	1½-6	3
121	Miss Julia L. Allen's Kindergarten.	Detroit, Mich. (202 Griswold street).	1876	Miss Julia L. Allen ...	2	18	4-6	3
122	Kindergarten.....	Detroit, Mich. (83 Second street).	1881	Miss Maria C. Elder ..	1	20	3-7	3
123	Kindergarten of the German - American Seminary.	Detroit, Mich. (251 La Fayette street E.).	1869	Miss Minnie Budden..	1	25	4-7	5
124	Kindergarten (St. Vincent's Orphan Asylum).	Detroit, Mich. (McDougall avenue).	1881	Teresa Flanagan.....	2	50	3-6	3
125	Germania Kindergarten.	East Saginaw, Mich. (601-605 Lapeer st.).	1876	Miss Laura Ebel.....	1	56	3½-7	4
126	Second Ward Kindergarten.*	Ionia, Mich. (box 417).	1880	Lida A. Brooks	0	60	5-8	5
127	Charity Kindergarten*	Minneapolis, Minn. (near cor. 16th ave. south and 7th st.).	1880	Mrs. E. R. Holbrook ..	1	35	3½-7	3

* From Report of the Commissioner of Education for 1882-'83.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Building, drawing, sewing, weaving, laying forms with planes, sticks, and rings, modelling, object lessons, games.	Squared tables, blocks, staffs, rings, table for teaching color, slates, blackboard, &c.	Marked mental and physical development; makes the children more self-reliant, observing, and accurate.
5	38	Weaving, moulding, sewing, &c.	Kindergarten gifts and all necessary appliances.	Very beneficial.
5	80	Usual occupations	Those used in a German Kindergarten.	Invigorates the body and awakens the mental faculties, leading to independent thought and action. Knowledge imparted according to this system is received with keen zest, clear perception, and true appreciation.
5	40	Drawing, modelling, dictation exercises, singing, sewing, reading, paper folding and cutting, plays, &c.	Fröbel's gifts and materials for the occupations.	Strengthens the physical and mental natures.
5	....	Weaving, sewing, paper folding, painting, stringing beads, stringing papers and straws, and slate work.	Balls (worsted and wooden), cubes, cylinders, sticks, &c.	Makes the children more receptive and keen to observe and improves their manners and morals.
5	36	Pricking, drawing, sewing, weaving, paper folding, paper cutting, modelling, exercises with the Kindergarten gifts, object lessons, singing, and reciting.	The usual furniture, gifts, materials for the occupations, &c., of a good Kindergarten.	Develops and trains the powers of body and mind naturally and harmoniously.
5	45	Gift work, gymnastics, marching, dumb bells, occupation work, clay moulding, Bible lessons, &c.	Marked tables and slates, blackboard, card board, scissors, colored balls, cubes, straws, peas, beads, dumb bells, piano, &c.	Wonderful; the children of this Kindergarten are charity children, who, as a rule, are not healthy, and are very often evil in disposition, and the improvement in their physical and moral natures is marked, and, through the child, the parent and home feel the elevating influence.
5	....	Modelling, gymnastics, singing, forming geometrical figures with blocks and sticks, and other usual occupations.		
5	40	Usual Kindergarten occupations.	Usual appliances	Best system that can be had for the physical and mental development of children.
5	48	Fröbel's occupations, sand table work, &c.	Squared tables, chairs, benches, piano, pictures, flowers, sand tables, all the gifts and materials for occupations, lentils, buttons, leaves, &c.	Most beneficial; rightly conducted, it is far in advance of the old method of teaching beginners.
5	40	Callisthenics and Kindergarten occupations.		
5	44	Weaving, drawing, perforating, sewing, and other occupations, gymnastics, games, marches, &c.	Tables, benches, a large and well ventilated room, piano, and all material necessary to a Kindergarten.	Turns the natural inclinations of children into right channels, awakens the intellect, harmoniously developing the physical, mental, and moral natures.
5	40	Drawing, sewing, pricking, folding, weaving, &c.	Fröbel's gifts	Strengthens physically and develops the memory.
5	40	All those usual in a Fröbel Kindergarten.	The gifts, consisting of blocks, sticks, rings, &c., materials for the occupations, weaving, drawing, pricking, &c., and all appliances necessary to carry out Fröbel's system.	Insures a healthy physical development, trains the artistic imagination, the scientific mind, and the skilful hand, engenders love for order, neatness, freedom, and justice, without taking the child from its innocent childish sphere.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
128	Fröbel Kindergarten..	Minneapolis, Minn. (10th street, bet. 3d and 4th avenues S.).	1879	Elizabeth C. Stephenson.	1	30	3-8	3
129	Kindergarten in Miss Howel's School.	Minneapolis, Minn. (11th street S. and 3d avenue).	.....	.....	.....	.....	.....	.....
130	Kindergarten (Judson Female Institute.)	Minneapolis, Minn....	.....	Maude L. McKee .....	.....	.....	.....	.....
131	Minneapolis Kindergarten.	Minneapolis, Minn. (11 9th street S.).	1883	Maude L. McKee .....	.....	11	4-7½	3
132	Plymouth Charity Kindergarten.	Minneapolis, Minn. (1406 2d street S.).	1879	Amy B. Fisk.....	1	59	3-7	3
133	Private Kindergarten. <i>a</i>	Minneapolis, Minn. (29 Eastman ave.).	1874	Mrs. E. R. Holbrook ...	0	15	3-7	3
134	Kindergarten, German American Institute.	St. Paul, Minn. (305 E. 9th street).	1881	Miss Julia Nolte.....	1	20	3-7	3
135	Kindergarten department of State Normal School.	Winona, Minn	1880	Mrs. Endora Hailmann	2	34	3½-6	3
136	Kirkwood Seminary Kindergarten.	Kirkwood, Mo	1877	Mary M. Barr.....	.....	10	5-10	2
137	Ames A. M. Kindergarten.	St. Louis, Mo. (Herbert, between 13th and 14th streets).	1875	Maria A. Kearney	2	75	6-7	3
138	Ames P. M. Kindergarten.	St. Louis, Mo. (Herbert, between 13th and 14th streets).	1876	Kate E. Ernst.....	2	56	6-7	2½
139	Bates A. M. Kindergarten.*	St. Louis, Mo. (corner Bates and Collins streets).	1876	Lucretia W. Treat....	3	175	64-6½	3
140	Bates P. M. Kindergarten.*	St. Louis, Mo. (corner Bates and Collins streets).	1876	Lucretia W. Treat....	2	166	.....	2½
141	Blair A. M. Kindergarten.*	St. Louis, Mo. (18th street and St. Louis avenue).	.....	Nellie Ferguson	1	.....	.....	.....
142	Blair P. M. Kindergarten.*	St. Louis, Mo. (18th street and St. Louis avenue).	.....	.....	2	.....	.....	.....

* From Report of the Commissioner of Education for 1882-'83.

a This is held in the morning; Mrs. Holbrook has the Charity Kindergarten in the afternoon.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	36	Perforating, sewing, weaving, paper folding, interlacing, pasting, modelling, peas work, cutting, embroidering, and drawing.	Fröbel's 2d, 3d, 4th, 5th, and 6th gifts, viz. balls, blocks, tablets, sticks, and rings.	Natural and harmonious development of mind and body, and superior preparation for future abstract study.
.....	.....	Games and calisthenics and gift exercises.	.....	Development of the child in a three-fold direction: the physical, mental, and spiritual.
5	40	Weaving, sewing, pricking, folding, drawing, cutting, and pasting.	1st to 5th and 7th gifts, sticks, peas work, clay, &c.	Strengthens the weak physical organs, insures free use of all parts of the body, and produces marked improvement in the action of the mind.
5	36	Lessons with blocks, sticks, rings, and slates, sewing, weaving, color mixing, and modelling.	Blocks, sticks, slates, rings, balls, bags, bibs, aprons, dishes, tables, &c.	Healthful; the children learn to observe and to be accurate, to be quick of comprehension and keen in discerning.
5	40	All used in Kindergarten taught according to Fröbel's method.	All used in a true Kindergarten.	Very beneficial.
5	40	Weaving, sewing, mounting, pricking, paper folding, paper cutting, modelling, interlacing, drawing, peas work, and lessons with the gifts.	1st, 2d, 3d, 4th, 5th, and 6th gifts, building blocks, sticks, rings, tablets, and slats.	Strengthens the body, develops the mental faculties, and makes the children happy, independent, unselfish, kind, sympathetic, and grateful.
5	38	Drawing, sewing, perforating, weaving, paper interlacing, peas work, paper folding, paper cutting, modelling, and all of Fröbel's occupations.	All of Fröbel's gifts, piano, squared tables, and every appliance needed in a genuine Kindergarten.	Excellent.
5	40	Weaving, perforating, sewing, drawing, paper folding and cutting, modelling, exercises with staves, rings, cubes, balls, and cylinders.	Apparatus and appliances to the value of \$100.	Very healthful; excellent preparation for primary school.
5	40	Fröbel's occupations and exercises with the gifts.	All necessary for the Fröbel Kindergarten.	Gives perfect control of the body, makes the child graceful and self possessed, cultivates the senses, awakens curiosity, arouses a desire for knowledge, and stimulates to free creative activity.
5	40	Fröbel's occupations and exercises with the gifts.	All necessary for the Fröbel Kindergarten.	Gives perfect control of the body, makes the child graceful and self possessed, cultivates the senses, awakens the child's curiosity, arouses a desire for knowledge, and stimulates to free creative activity.
5	40	Sewing, cutting, weaving, folding, drawing, peas work, modelling, stick laying, building, exercises on 1st, 2d, 3d, 4th, 5th, 6th, and 7th gifts.	Those introduced by Fröbel in his system of kindergarten.	Harmonious development of the physical and mental natures.
5	40	Those given by Fröbel.....	Those introduced by Fröbel in his system of kindergarten.	Harmonious development of the physical and mental natures.
.....			
.....			

5 This age has been changed so that children under the age of six are not admitted.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist- ants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
1	2	3	4	5	6	7	8	
143	Carroll A. M. Kinder- garten.*	St. Louis, Mo. (corner Carroll and Buel streets).	1875	Sallie A. Shawk.....	4	90	a5-7	3
144	Carroll P. M. Kinder- ten.*			Bettie Werden	2	b137	a5-7	....
145	Charles A. M. Kin- dergarten.*	St. Louis, Mo. (Shen- andoah avenue near Gravois Road).	.....	Eva Hess and Sevilla Brady.	3	b145	a5-7	....
146	Charles P. M. Kin- dergarten.*	St. Louis, Mo. (Shen- andoah avenue near Gravois Road).	.....	Irene F. Wilson.....	3	98	6-7	3
147	Clay A. M. Kinder- garten.	St. Louis, Mo. (corner 10th and Farrar streets).	1876	Iola M. Gwathmey....	2	77	6-7	2½
148	Clay P. M. Kinder- garten.	St. Louis, Mo. (corner 10th and Farrar streets).	1876	Nellie Fisher	3	50	6-7	3
149	Clinton A. M. Kinder- garten.	St. Louis, Mo. (Grat- tan street, between Hickory street and Park avenue).	1877	Agnes Ketchum	2	b122	a5-7	2½
150	Clinton P. M. Kinder- garten.*	St. Louis, Mo. (Grat- tan street, between Hickory and Park avenue).	.....	Ida Jorgensen	1	35	6-7	3
151	Compton A. M. Kin- dergarten.	St. Louis, Mo. (Hen- rietta street).	1880	Susie M. Simmons	2	b170	a5-7	3
152	Divoll A. M. Kinder- garten.*	St. Louis, Mo. (Dayton street).	1874	Kate Sayers	2	36	6-7	2½
153	Divoll P. M. Kinder- garten.	St. Louis, Mo. (Dayton street, near Garrison avenue).	1875	Clara Hubbard.....	5	b148	a5-7	3
154	Eliot A. M. Kinder- garten.*	St. Louis, Mo.....	.....	Clara Hubbard.....	4	b130	a5-7	2½
155	Eliot P. M. Kinder- garten.*	St. Louis, Mo.....	.....	Kate H. Wilcon.....	1	b176	a5-7	3
156	Everett A. M. Kinder- garten.*	St. Louis, Mo. (1410 N. 8th street).	1874	Ida Richeson	1	b147	a5-7	2½
157	Everett P. M. Kinder- garten.*	St. Louis, Mo. (1410 N. 8th street).	1874	Annie E. Harbaugh...	5	b164	a5-7	3
158	Franklin A. M. Kin- dergarten.*	St. Louis, Mo. (corner 18th street and Lu- cas avenue).	1875	Mattie Johnson.....	2	b181	a5-7	2½
159	Franklin P. M. Kin- dergarten.*	St. Louis, Mo. (corner 18th street and Lu- cas avenue).	1875	Lucretia Nangle	2	b150	a5-7	3
160	Hamilton A. M. Kin- dergarten.*	St. Louis, Mo. (25th and Dixon streets).	1876	Ida R. Bates.....	2	b161	a4-7	3½
161	Hamilton P. M. Kin- dergarten.*	St. Louis, Mo. (25th and Dixon streets).	1876					

* From Report of the Commissioner of Education for 1882-'83.

α This age has been changed so that children under the age of six are not admitted.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Fröbel's occupations.....	Those given by Fröbel.....	Most excellent.
5	40	Fröbel's occupations and exercises with the gifts.	Those given by Fröbel.....	Excellent in its effect on the more prominent habits and practices required of the pupil when he enters the primary school.
5	40	Fröbel's occupations and exercises with the gifts.	Those given by Fröbel.....	Excellent in its effect on the more prominent habits and practices required of the pupil when he enters the primary school.
5	40	Fröbel's occupations.....	Usual Kindergarten material for gifts and occupations.	The child becomes graceful, polite, self dependent, skillful, thoughtful, and attentive, and is prepared in a superior way for the common schools.
5	40	Fröbel's occupations.....	Usual Kindergarten occupation and gift material.	Harmonious development of the body, grace and ease of movement, politeness, consideration for others, habits of attention, observation, self control, self reliance, thought, and power of expression.
5	40	Those used by Fröbel.....	Those used by Fröbel.....	Very good.
5	40	Fröbel's occupations.....	Those used by Fröbel.....	Very remarkable and beneficial.
5	40	Fröbel's occupations.....	Those used by Fröbel.....	Harmonious development of the three-fold nature of the child. Through the gifts is developed his intellectual nature; through the occupations, his physical nature; and by songs and games, his spiritual or emotional nature.
5	40	Sewing, folding, drawing, painting, modelling, singing, lessons in simple geometry, and numbers.		
5	40	Work which, through songs and play, develops the three-fold nature of the child.	A large variety of gifts and materials for occupations, tables, chairs, blackboards, &c.	Very gradual and very good.
5	40	Exercises with gifts and other Kindergarten occupations.	All necessary Kindergarten material and furniture.	
5	40	Exercises with gifts and other Kindergarten occupations.	All necessary Kindergarten material and furniture.	
5	40	Gift exercises and usual occupations.	Fröbel's materials	Good.
5	40	Fröbel's system	Fröbel's materials	Good.
5	40	Usual Kindergarten occupations.	All necessary for the occupations.	Admirable.
5	40	Modelling, peas work, perforating, weaving, sewing, drawing, and gift lessons.	All necessary for the occupations.	It trains to habits of attention, of self control, of action in concert, and of consideration toward others.
5	40			
5	40	Folding, weaving, embroidering, drawing, cutting, and modelling.	.....	Strengthens the physical, mental, and moral natures.

b Including pupils receiving Kindergarten instruction only and those receiving both primary and Kindergarten instruction.

TABLE V.—Statistics of Kindergärten for 1883-'84; from replies to

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
162	Humboldt A. M. Kindergarten.*	St. Louis, Mo. (corner Jackson and Trudeau streets.)	.....	Mary E. Thorn.....	2	166	a5-7	3
163	Humboldt P. M. Kindergarten.*	St. Louis, Mo. (corner Jackson and Trudeau streets.)	.....	.....	3	140	a5-7	2½
164	Irving A. M. Kindergarten.	St. Louis, Mo. (25th street and Bremen avenue).	1879	Leontine T. Newcomb.	2	90	6-7	3
165	Irving P. M. Kindergarten.	St. Louis, Mo. (25th street and Bremen avenue).	1879	Leontine T. Newcomb.	1	60	6-7	2½
166	Jackson A. M. Kindergarten.*	St. Louis, Mo. (Maiden Lane).	.....	Mary J. Kincaid	2	b134	a5-7	....
167	Jackson P. M. Kindergarten.*	St. Louis, Mo. (Maiden Lane).	.....	Hulda Werth	2	b104	a5-7	....
168	Jefferson A. M. Kindergarten.*	St. Louis, Mo. (9th and Wash streets).	1877	Julia Nievergelder....	4	b200	a5-7	4
169	Jefferson P. M. Kindergarten.*	St. Louis, Mo. (9th and Wash streets).	1877	Julia Nievergelder....	3	b193	a5-7	3½
170	Lafayette A. M. Kindergarten.*	St. Louis, Mo .....	.....	Lina G. Shirley	3	b152	a5-7	....
171	Lafayette P. M. Kindergarten.*	St. Louis, Mo .....	.....	Lina G. Shirley	3	b136	a5-7	....
172	Lincoln A. M. Kindergarten.*	St. Louis, Mo .....	.....	Carrie M. Hart.....	5	b185	a5-7	....
173	Lincoln P. M. Kindergarten.*	St. Louis, Mo .....	.....	Nellie Flynn.....	3	b165	a5-7	....
174	Madison A. M. Kindergarten.*	St. Louis, Mo.....	1876	Ida Gilkeson.....	2	b123	a5-7	....
175	Madison P. M. Kindergarten.*	St. Louis, Mo.....	1876	Hattie Neil	1	b102	a5-7	....
176	Maramec A. M. Kindergarten.*	St. Louis, Mo. (Maramec street, near Jefferson avenue).	.....	Mary D. Runyan.....	3	b86	a5-7	....
177	Mullanphy A. M. Kindergarten.	St. Louis, Mo. (corner 14th and Howard streets.)	1879	Lillie I. Park	c1	c50	6-8	c3
178	Mullanphy P. M. Kindergarten.							
179	No. 1 School (colored) A. M. Kindergarten.*	St. Louis, Mo.....	.....	Laura Fisher	2	.....	.....	.....
180	No. 1 School (colored) P. M. Kindergarten.*	St. Louis, Mo.....	.....	.....	3	.....	.....	.....
181	O'Fallon A. M. Kindergarten.*	St. Louis, Mo. (16th st. near O'Fallon).	1875	Mary H. Waterman..	6	170	a5-7	....
182	O'Fallon P. M. Kindergarten.*	St. Louis, Mo. (16th st. near O'Fallon).	1876					
183	Peabody A. M. Kindergarten.*	St. Louis, Mo. (corner Carroll street and 2d Carondelet avenue).	1876	Maggie Gorman.....	3	b170	a5-7	3

* From Report of the Commissioner of Education for 1882-'83.

a This age has since been changed so that children under the age of six are not admitted.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
5	40	Fröbel's gift occupations, drawing, folding, modelling, &c.	Kindergarten furniture, tablets, building blocks, clay, &c.	Awakens thought and trains the eye and the hand to be servants of the will.
5	40	Fröbel's gift occupations, drawing, folding, modelling, &c.	Kindergarten furniture, tablets, building blocks, clay, &c.	Awakens thought and trains the eye and the hand to be servants of the will.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Statistics show that children trained in the Kindergarten make better scholars than those otherwise trained.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	The games tend to cultivate the sympathy of the child, the object lessons awaken an interest in material nature and in the products of intellect, and the occupations stimulate to free creative activity.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	The games tend to cultivate the sympathy of the child, the object lessons awaken an interest in material nature and in the products of intellect, and the occupations stimulate to free creative activity.
5	40	Pricking, sewing, drawing, intertwinning, folding, cutting, peas work, card board modelling, and clay modelling.	1st and 2d gifts, four boxes of divided cubes, tablets, slats, sticks, and rings.	Makes the child graceful, polite, skilful, self dependent, thoughtful, constructive, and eager for knowledge.
5	40	Pricking, sewing, drawing, intertwinning, folding, cutting, peas work, card board modelling, and clay modelling.	1st and 2d gifts, four boxes of divided cubes, tablets, slats, sticks, and rings.	Makes the child graceful, polite, skilful, self dependent, thoughtful, constructive, and eager for knowledge.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Superior preparation for the next grade of primary work.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Superior preparation for the next grade of primary work.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Harmonious development.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Excellent preparation for later school work.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Cultivates the senses and tends to strengthen and develop the physique.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Develops physically, mentally, and morally.
5	40	Sewing, drawing, perforating, weaving, paper folding, paper cutting, and peas work.	Usual gifts, tablets, sticks, rings, &c.	Strengthens the child's whole being, brings him into communion with nature, gives him decision of character and benefits him in various ways.
.....	.....	Fröbel's		
.....	.....	Fröbel's	Those given by Fröbel.	
.....	.....	Fröbel's	Those given by Fröbel.	
5	40	Fröbel's occupations and gift exercises.	Those used by Fröbel.....	Beneficial.
5	40	Fröbel's occupations and gift exercises.	Those used by Fröbel.....	Beneficial.
5	40	Those recommended by Fröbel.	Those used by Fröbel.....	Excellent in every way, strengthening and highly developing.

^b Including pupils receiving Kindergarten instruction only and those receiving both primary and Kindergarten instruction.

^c These figures are for the A. M. Kindergarten only.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
184	Peabody P. M. Kindergarten.*	St. Louis, Mo. (corner Carroll street and 2d Carondelet avenue.)	1876	Mattie Brotherton	4	a142	b5-7½	2
185	Penrose A. M. Kindergarten.*	St. Louis, Mo. (Penrose street bet. Clay and Glasgow aves.).	.....	Mary L. Shirley.....	2	a139	b5-7	....
186	Penrose P. M. Kindergarten.*	St. Louis, Mo. (Penrose street bet. Clay and Glasgow aves.).	.....	Mary L. Shirley.....	1	a125	b5-7	....
187	Pope A. M. Kindergarten.*	St. Louis, Mo. (corner Laclede and Ewing avenues).	1877	Lizzie Hart.....	4	a130	b5-7	3
188	Pope P. M. Kindergarten.*	St. Louis, Mo. (corner Laclede and Ewing avenues).	1877	Lillie Hammerstein...	1	a99	b5-7	2½
189	Rock Spring A. M. Kindergarten.*	St. Louis, Mo. (Manchester road).	1876	Mabel A. Wilson.....	1	74	b5-7	3
190	Rock Spring P. M. Kindergarten.*	St. Louis, Mo. (Manchester road).	.....	.....	2	a74	b5-7	....
191	Shepard A. M. Kindergarten.*	St. Louis, Mo.....	.....	Cornelia M. Maury....	3	a131	.....	....
192	Shepard P. M. Kindergarten.*	St. Louis, Mo.....	.....	Cornelia M. Maury....	2	a123	.....	....
193	Stoddard A. M. Kindergarten.	St. Louis, Mo. (Lucas ave., bet. 28th and 29th streets).	1877	Mamie C. McCulloch..	5	60	6-7½	3
194	Stoddard P. M. Kindergarten.*	St. Louis, Mo.....	.....	Anna T. Merritt.....	3	a173	b5-7	....
195	Webster A. M. Kindergarten.*	St. Louis, Mo. (corner 11th and Jefferson streets).	1875	Nora H. Dorn.....	4	a209	b5-7	3
196	Webster P. M. Kindergarten.*	St. Louis, Mo. (1905 Washington street, Carr Place).	1875	Nora H. Dorn.....	3	a193	b5-7	2½
197	Blow Kindergarten...	South St. Louis, Mo. (cor. Loughborough and Virginia aves.).	1877	Sarah J. Sharpe.....	1	60	6-7	3

* From Report of the Commissioner of Education for 1882-'83.

a Includes pupils receiving Kindergarten instruction only and those receiving both primary and Kindergarten instruction.

inquiries by the United States Bureau of Education — Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Those belonging to Fröbel's system, folding, weaving, &c.	Those used by Fröbel	It calls into play and strengthens every muscle of the child's body and faculty of his mind.
5	40	Fröbel's	Those used by Fröbel.	
5	40	Fröbel's	Those used by Fröbel.	
5	40	Fröbel's occupations	Balls, cubes, angles, squares, sticks, &c.	Imparts vigor to mind and body.
5	40	Fröbel's occupations	Balls, cubes, angles, squares, sticks, &c.	Imparts vigor to mind and body.
5	40	Sewing, paper folding, paper cutting, drawing, weaving, intertwining, interlacing, slat work, modelling, peas, work, songs, games, gift exercises, and lunching.	Fröbel's first seven gifts, sticks, rings, materials for modelling, perforating, sewing, scrap books, and portfolios for work, and table cloths, plates, &c., for lunch.	Trains the muscles, imparting strength and grace to the body, dexterity to the fingers, elasticity to the step, ability to the eye to detect resemblances and differences, and renders the child thoughtful, observing, attentive, industrious, sympathetic, and self reliant.
5	40	Fröbel's	Those given by Fröbel	Trains the muscles, imparting strength and grace to the body, dexterity to the fingers, elasticity to the step, ability to the eye to detect resemblances and differences, and renders the child thoughtful, observing, attentive, industrious, sympathetic, and self reliant.
5	40	Fröbel's	Those given by Fröbel.	
5	40	Fröbel's	Those given by Fröbel.	
5	40	Sewing, pricking, drawing, folding, cutting mats, peas work, and modelling.	Chairs, tables, and gift materials.	Harmonious development of the whole nature.
5	40	Fröbel's	Those given by Fröbel.	
5	40	Pricking, sewing, drawing, weaving, interlacing, folding, cutting, peas work, modelling, &c.	Paper, zephyr worsted, card board, needles, sticks, peas, clay, &c.	The muscles are harmoniously developed, and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself.
5	40	Sewing, pricking, drawing, object lessons, games, &c.	Squared tables, chairs, plates, rings, blackboards, &c.	The muscles are harmoniously developed, and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself.
5	40	Pricking, sewing, weaving, folding, cutting, peas work, clay modelling, singing, games, &c.	Small tables and chairs, plates and cups, fine specimens of peas work, modelling, &c.	The children taught in Kindergarten have clearer views of whatever is presented to them for study, they more readily comprehend instructions, have keener eyes to observe and readier hands to execute, and are better prepared for common schools than children otherwise trained.

b This age has been changed so that children under the age of six are not admitted.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
198	Carondelet A. M. Kindergarten.*	South St. Louis, Mo. (corner Third and Hurck streets).	1875	Mary F. Choisel	3	a191	65-7	3
199	Carondelet P. M. Kindergarten.*	South St. Louis, Mo. (corner Third and Hurck streets).	.....	Sarah S. Martin	2	a165	65-7	2½
200	Mrs. M. M. Winfield's Kindergarten.*	Ashland, Nebr.	1881	Mrs. M. M. Winfield ..	2	57	3-7	4
201	Kindergarten department of public schools.*	Carlstadt, N. J.	1875	Miss Bertha Kuhn		50	5-6	4
202	Kindergarten of Martha Institute.	Hoboken, N. J. (cor. Sixth st. and Park ave).	1873	Mrs. A. Menzel		30	4-7	5
203	Kindergarten of the Hoboken Academy.	Hoboken, N. J. (Fifth street corner Willow).	1861	Miss Louisa Luther ..	1	54	5-7	5
204	Miss M. S. Schmidt's Kindergarten.	Hoboken, N. J. (352 Bloomfield street).	1876	Mathilde Schmidt				
205	Miss Campbell's Kindergarten.*	Morristown, N. J. (De Hart street).	1875	Miss E. F. R. Campbell.	2	24	4-7	4
206	Beacon Street German-American School Kindergarten.	Newark, N. J. (10 Beacon street).	1872	Arnold Voget, principal.	3	85	4-7	5
207	German American Kindergarten.	Newark, N. J. (19 Green street).	1871	Hermann von der Heide, director.	3	a55	4-7	4½-5
208	Kindergarten of the Fifteenth Ward German-English School.	Newark, N. J. (Newark street).	1879	Miss Bertha Beyer....	0	25	3-7	5
209	Kindergarten of the First German Presbyterian School	Newark, N. J. (College Place).	1878	Misses Babette L. Guenther and Emma L. Eckers.	1	45	3-6	5

* From Report of the Commissioner of Education for 1882-'83.

a Includes pupils receiving Kindergarten instruction only and those receiving both primary and Kindergarten instruction.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
5	40	Gift exercises and usual occupations.	Those given by Fröbel	Instructs in manners and polite habits, as well as habits of regularity, obedience, and self control, and cultivates the imaginative and inventive powers.
5	40	Gift exercises and usual occupations.	Those given by Fröbel	Instructs in manners and polite habits, as well as habits of regularity, obedience, and self control, and cultivates the imaginative and inventive powers.
5	40	Fröbel's occupations from 1 to 14.	Blackboard, charts, materials for occupations and object lessons.	Promotes health, and the refining and moral influences affect not only the child, but often the home circle of which he is a part.
5	44	Fröbel's occupations, conversation and singing in German and English, gymnastics, and lessons in reading, writing, and arithmetic.	Fröbel's gifts, blackboard, squared tables and slates, charts for object lessons, and piano.	Very beneficial.
5	....	Weaving, folding, perforating, drawing, sewing, building, marching, calisthenics, singing, games, &c.		
5	43	All of Fröbel's occupations...	Fröbel's materials	Most beneficial; children of English speaking parents learn to speak German fluently.
....	....	Fröbel's occupations	Fröbel's appliances.	
5	40	Building, stick laying, weaving, embroidering, modelling, cutting and mounting, paper folding, drawing, printing, writing, &c.	All of Fröbel's gifts	Excellent.
5	46	Building, stick laying, weaving, sewing, drawing, marching, singing, object lessons, and games, writing, ring laying, modelling, folding, cutting, calisthenics, &c.	Kindergarten furniture, and all of Fröbel's gifts and materials.	Beneficial to body and mind.
5	46	Weaving, sewing, modelling, drawing, writing, stick and ring laying, intertwining paper, paper folding, peas work, block building, lessons with tablets, paper cutting, singing, calisthenics and object lessons in German and English.	Squared tables, slates and blackboard, worsted balls, sticks, rings, 2d, 3d, 4th, 5th, and 6th gifts, materials for modelling, weaving, paper folding, sewing, and perforating, tablets, and illustrations for object teaching.	Cultivates correct habits of thought and expression, awakens the senses, makes the child graceful, polite, self dependent, eager for knowledge, and skilful. Children attending Kindergarten for two or three years are always the healthiest and best scholars.
5	49	Object lessons, movement plays, block building, tablet, staff, and ring laying, drawing, perforating, embroidering, interlacing, &c.	Fröbel's Kindergarten gifts and appliances.	Healthy effect upon body and mind.
5	47	Singing, writing, drawing, exercises with balls, cubes, cylinders, and tablets, ring and stick laying, weaving, folding, straw and paper work, &c.	All material necessary for the occupations.	It rouses and strengthens the intellectual faculties and makes the child gentle, obedient, and thoughtful.

b This age has been changed so that children under the age of six are not admitted.
c Average.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
210	Kindergarten of the Twelfth Ward German-English School.*	Newark, N. J. (46 Niagara street).	1874	Miss Mary C. Beyer ..	1	50	3-7	5
211	American Kindergarten.	Paterson, N. J. (167 Van Houten street).	1876	Miss S. M. Storey	3	50	3-12	5
212	Kindergarten	Upper Mont Clair, N. J. (Bellevue ave.).	1882	Miss Jennie Bolwell ..	0	6	3-8	3
213	Kindergarten (Albany Female Academy).	Albany, N. Y. (Pearl street).	1879	Miss Martha H. Vane.	1	20	5-9	3½
214	Brooklyn Fröbel Kindergarten.*	Brooklyn, N. Y. (210 Clinton street).	1877	Misses Mary and Elizabeth P. Sharpe.	1	20	3½-9	3
215	Kindergarten (Christiansen Institute).	Brooklyn, N. Y. (426 Fulton street).	1874	Miss Klingsöhr .....	.....	14	3-7	3
216	Kindergarten (St. John's Home).	Brooklyn, N. Y. ....	.....	.....	.....	.....	.....	.....
217	Lafayette Kindergarten.	Brooklyn, N. Y. (390 Waverly avenue).	1877	Lena Schroeder	1	18	3-8	3
218	Mrs. C. M. Curtiss' School and Kindergarten.	Buffalo, N. Y. (1092 Delaware avenue).	1882	Mrs. C. M. Curtiss	1	a25	5-7	4
219	Mrs. Hoffman's Kindergarten.	Buffalo, N. Y. (623 Delaware avenue).	1876	Mrs. Amanda M. Hoffman.	3	20	4-6	3
220	Jardin des Enfants ...	Buffalo, N. Y. (284 Delaware avenue).	1877	Miss Katharine Chester.	1	25	3-7	3
221	Kindergarten of the Poppenhusen Institute.	College Point, N. Y. ...	1870	Miss C. Brehm	1	95	3-6	5
222	Kindergarten, State Normal and Training School.	Fredonia, N. Y. (Temple street).	1880	Miss Mary A. Bemis..	7	25	3-6	3, 4
223	American Kindergarten.	Glen's Falls, N. Y. (Warren street).	1883	Elvira S. Hampton....	1	16	4-10	4
224	Kindergarten of Glen's Falls Academy. b	Glen's Falls, N. Y. ....	.....	Clara S. Hampton .....	.....	16	.....	.....

* From Report of the Commissioner of Education for 1882-'83. a In the school and Kindergarten.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	50	Object lessons, plays, block building, laying figures with tablets, staffs, and rings, drawing, perforating, embroidering, braiding, interlacing, intertwining, peas work, paper folding, and modelling.	All Fröbel's Kindergarten gifts.	Awakens and trains the mind, enabling the little ones to see and appreciate with new delight objects by which they are surrounded.
5	40	Printing, drawing, weaving, perforating, embroidering, paper cutting, paper folding, ring and stick laying, designing, embossing, modelling, writing, reading, arithmetic, geography, calisthenics, pasting, &c.	Drawing cards, blocks, weaving materials, needles, paper, rings, sticks, clay, dumb bells, books, collections of leaves, shells, and stones, Kindergarten tables and chairs, globes, maps, charts, &c.	
5	40	Ball games, singing, drawing, weaving, and all the occupations of the Fröbel Kindergarten.	Balls, blocks, slates, pencils, sticks, slats, mats, needles, cards and worsted, clay, peas, sticks, numeral frame, blackboard, low table, and piano.	Develops healthy, natural children, quickens the intellect, trains the eye and hand harmoniously, cultivates the humane, thoughtful nature of the child, and lays the foundation for all after training.
5	40	The usual Kindergarten occupations for the first year for children under six years of age. Between six and eight years, instruction from books is combined with Kindergarten occupations.	Tables, pictures, blocks, straws, and other material used in Kindergarten, piano, books, and blackboard.	Excellent; the children keep their health and buoyancy and gradually acquire a love for books.
5	33	Fröbel's occupations and exercises with the gifts.	All necessary appliances....	Beneficial; strengthens the body and mind.
5	40	Fröbel's Kindergarten occupations, learning alphabet in English and German, singing, drawing, games, &c.	Fröbel's apparatus and charts for German and English reading.	Quickens the child's intellect and develops his moral nature; makes him happy, polite, and healthy, and is beneficial as a preparation for more advanced studies.
5	36	All the usual occupations....	All necessary appliances....	Most satisfactory.
5	40	Weaving, modelling, drawing, pricking, embroidering, singing, marching, calisthenics, object lessons, reading, writing, block lessons, &c.	Tables, chairs, charts of animals, birds, and fishes, blocks, marbles, &c.	
5	40	Fröbel's Kindergarten gifts and occupations, object lessons, games, plays, singing, and marching.	Tables, chairs, blackboards, pictures, balls, battledoor and shuttlecock, bean bags, bows, arrows, and pipes for soap bubbles.	Trains all the perceptive faculties, forms correct judgment, teaches children to live and work harmoniously together, and lays a foundation for moral growth.
5	36	Usual occupations	Usual apparatus.....	Good.
5½	46	All of Fröbel's occupations...	Usual apparatus and appliances.	Excellent in every respect.
5	40	Use of Fröbel's gifts and occupations, and study of natural objects, songs, games, &c.	All regular Kindergarten materials.	Increase of physical and mental strength.
5	37	Newspaper lesson, weaving, perforating, embroidering, designing, pasting, drawing, dictation card lessons, and paper folding.	Reading chart and cards, blackboards, boxes of form, rings, sticks, natural history, cards, scrap-books and books for designing, &c.	Instills habits of order, precision, and quickness of observation, develops original thought and action, and educates in all hand work.

b These figures are for the year ending June, 1883; the Kindergarten seems to have been since then discontinued, there being no notice of it in the catalogue for 1883-'84.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
225	Harlem Kindergarten.	Harlem (New York), N. Y. (207 East 117th street).	1877	Mathilde Becker and Olga Jacobi.	1	60	4-9	4
226	Fröbel Kindergarten (Mechanicville Academy).	Mechanicville, N. Y. (3 Elm street).	1873	Mrs. M. B. Aitcheson.	2	40	4-10	4
227	American Kindergarten (Miss J. F. Wrecks' School).	New York, N. Y. (52 East 77th street).	.....	.....	.....	.....	3-7	3
228	Free Kindergarten of All Souls Church.*	New York, N. Y. (139 West 48th street).	1878	Mary L. Van Wagenen	6	80	2½-8	3½
229	Free Kindergarten of the United Relief Works of the Society for Ethical Culture.	New York, N. Y. (109 West 54th street).	1878	Fanny E. Schwedler..	6	115	3-7	3½
230	Hebrew Free Kindergarten.*	New York, N. Y. (206 East Broadway.	1881	Ida Mandel	2	60	3-7	5
231	Kindergarten, Friends' Seminary.*	New York, N. Y. (East 16th street and Rutherford Place).	1878	Sarah M. Harris	0	20	3-7	3
232	Kindergarten (Mrs. Leopold Weil's School for Young Ladies and Children).	New York, N. Y. (75 West 55th street).	1874	Mrs. Leopold Weil....	2	25	4-7	4
233	Kindergarten, No. 2, Hebrew Free School.	New York, N. Y. (624 East 5th street).	1883	Miss Nellie Mawson ..	1	50	3-6	5
234	Kindergarten of Children's Charitable Union.*	New York, N. Y. (70 avenue D).	1878	Miss Emma Wissmann	a1	143	3-6	4
235	Kindergarten of Mrs. Frederic Jonson's and Miss A. L. Jones' School.	New York, N. Y. (13 East 81st street).	1876	.....	.....	40	3-6	4
236	Kindergarten of the Academy of Mt. St. Vincent-on-the-Hudson.*	New York, N. Y. (24th ward).	1880	Sister Mary J. St. John .....	.....	15	3-8	3
237	Kindergarten of the Academy of the Holy Cross.*	New York, N. Y. (343 West 42d street).	1879	Sister M. Helena	2	30	3-7	3
238 239 240 241	Kindergärten of the Children's Aid Society.	New York, N. Y. (19 East Fourth street).	1879	J. W. Skinner, superintendent.	a4	a130	4-7	5

* From Report of the Commissioner of Education for 1882-'83.
 a Also ten volunteers.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	43	Fröbel's occupations.....	All usually found in a true Kindergarten.	Very satisfactory.
5	39	Customary gifts and occupations of the Kindergarten.	Customary apparatus and appliances.	Children promoted from the Kindergarten are bright, quick, and active mentally, and well and strong physically.
5	36	Those given in a true Fröbel Kindergarten.	Gifts, materials for the occupations, ruled blackboards, and other apparatus necessary for carrying on the work.	Develops the physical and intellectual powers of the child naturally.
5	42	All the usual Fröbel occupations.	Tables, chairs, pictures, stuffed birds, piano, blackboards, and Prangs's chromos.	Gives control of the body, makes the child self dependent, awakens the observing powers, and imparts dexterity to the hand; also power to analyze and synthesize, and to give expression to thought.
5	40	Singing, object lessons, games, gymnastics, drawing, weaving, sewing, pricking, paper folding, building, laying, forms of life, knowledge, and beauty, with rings, sticks, and tablets.	Building blocks, squared slates, tablets, sticks, rings, and materials for sewing, pricking, paper folding, and weaving.	Promotes general health, and awakens the mental faculties naturally, bringing knowledge in a connected form before the mind.
5	40	Weaving, sewing, pricking, paper folding and cutting, paper and slat interlacing, drawing, modelling, singing, and games.	Fröbel's 1st, 2d, 3d, 4th, 5th, 6th, and 7th gifts; connected slats, slates, blackboard, sticks, peas, clay, &c.	Good, both physically and mentally.
5	38	Weaving, drawing, calisthenics, games, writing, embroidering, &c.	Usual apparatus and appliances, with colored plates of animals, &c.	Very beneficial; accustoms to habits of neatness, order, punctuality, and attention.
5	41	Fröbel's Kindergarten occupations.	Squared tables, benches, chairs, and the gifts and occupation material of the Kindergarten.	Develops the different parts of the body, and awakens all the faculties of the mind.
5	40	Fröbel's occupations.....	Squared tables and chairs...	Promotes physical health, quickens the faculties, cultivates habits of neatness, cleanliness, industry, and kindness; and these refining influences extend even to the parents.
5	40	Those of English infant schools, Fröbel's and Pestalozzi's.	.....	Very satisfactory.
5	42	Exercises with all the gifts...	Complete apparatus	Most excellent in every respect.
5	40	Fröbel's occupations	Charts, blackboards, cases for pupils' work, plants, birds, material for occupations, gifts, &c.	Makes the children healthy, cheerful, and happy, and under a thorough Kindergarten develops the mental faculties in a systematic manner.
5	40	Weaving, modelling, sewing, exercises with blocks, drawing, counting, writing, reading, spelling, and agriculture.	Blocks, sticks, clay, squared tables, blackboards; also ploughs and other appliances for teaching agriculture.	Quickens and develops the mental powers, fitting the child for ordinary school studies; also, teaches use of and how to handle different farming implements.

b Date of opening of the Eighteenth Street Kindergarten; others opened at various times since.

c These figures are for two Kindergärten only.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
242	Kindergarten of the Foundling Asylum.*	New York, N. Y. (E. 68th and 69th sts., Third and Lexington avenues).	1874	Sister M. Irene, directress.	4	200	3-6	1, 3½
243	Kindergarten of the German-American School of the Nineteenth Ward.*	New York, N. Y. (244 and 246 East 52d street).	.....	Miss C. Dellevie	1	45	4-7	5
244	Kindergarten of the training department of the Normal College.	New York, N. Y. (Lexington avenue, between 68th and 69th streets).	1877	Emma A. Newman....	40	33	4-7	4
245	Model Kindergarten and Training Class for Young Ladies.	New York, N. Y. (1455 Broadway).	1880	E. von Briesen.....	.....	25	3-7	5
246	Normal Training School for Kindergarteners, Model Kindergarten, Elementary Classes and School Garden.	New York, N. Y. (7 East 22d street).	1872	Prof. John Kraus and Mrs. Maria Kraus-Bölte.	5	60	3-10	3½-4
247	Mrs. Smuller's Kindergarten.*	New York, N. Y. (2125 Fifth avenue).	1873	Miss A. M. Smuller ...	1	24	3½-7	3
248	Fröbel Kindergarten*.	Nyack, N. Y. (Piermont avenue).	1882	Emma F. Wells.....	1	10	4-8	3
249	Nyack Kindergarten..	Nyack-on-Hudson, N. Y. (cor. Second ave. and Gedney street).	1378	Miss Sarah C. Robinson.	.....	10	3-12	3

* From Report of the Commissioner of Education for 1882-'83.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	52	Paper folding, weaving, interlacing slats, peas work, drawing, perforating, embroidering, modelling, singing, playing, dancing, and gymnastics.	1st, 2d, 3d, 4th, and 5th gifts..	Renders the child graceful, polite, and intelligent, developing the physical and mental powers systematically.
5	43	Building, weaving, stick laying, paper folding, peas work, pricking, sewing, modelling, exercises with tablets, dumb bells, and slates, object lessons, singing, marching, &c.		
5	40	Occupations and gifts of the Fröbel system.	All necessary material for the gifts, occupations, and games.	The work of the Kindergarten tends to develop and strengthen all the muscles of the body, especially those of the hand. Flexibility, firmness, and gentleness of touch and dexterity of movement are acquired by it. The eye also is trained to judge of distance, form, size, color, &c. All the mental faculties are awakened and developed in their psychological order, particularly perception, imagination, a logical order of thought, and the power of expression or language. Thus the foundations for school work are laid, the child being prepared to do work intelligently and thoroughly and to advance rapidly.
5	42	Fröbel's occupations, games, plays, songs, stories, &c.	Fröbel's gifts, appliances for calisthenics, &c.	Harmonious development; it teaches combination of knowing with doing.
5	38	Fröbel's occupations, gymnastics, games, songs, stories, garden work, care of animals, &c.	Fröbel's gifts, seeds, plants, animals, apparatus for teaching the metric system in the advanced classes, occupation material, gymnastic apparatus, museum, cabinet, &c.	Harmonious development of all the powers; it teaches combination of knowing with doing, and exerts a wholesome influence in the formation of character, cultivating a love of nature, a love for work, a generous regard for others, and humane treatment of animals.
5	40	All occupations of Fröbel's system.	Fröbel's gifts, Kindergarten tables, blackboards, slates, charts, pictures, plants, &c.	Tends to make children active, healthy, happy, courteous, and unselfish, teaches accuracy and keenness in observation, independence in thought, and cleanness in expression.
....	36	Drawing, perforating, embroidering, paper cutting, interlacing, intertwining, paper folding, peas work, and modelling.	1st, 2d, 3d, 4th, 5th, 6th, 7th, 8th, and 9th gifts.	Cultivates the intellect, the emotions, and the physical activities of the child, producing a development not attainable by any other method.
5	38	Weaving, modelling, drawing, designing, sewing, stick laying, study of natural objects of form and of color, singing, gymnastics, reading, spelling, and writing.	Charts for teaching color, form, natural history, botany, and reading, squared tables, boxes of geometrical forms, balls, books, and pictures.	Strengthens the body, enlarges the reasoning faculties and powers of observation, and so fits the child physically and mentally for later studies.

α Five or six of the pupil teachers are present each week from the Normal College.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist- ants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
250	Kindergarten of the Oswego State Normal and Training School.	Oswego, N. Y.	1882	Mrs. Clara A. Burr ...	1	18	3-6	3
251	Cook's Collegiate Institute Kindergarten.	Poughkeepsie, N. Y. (324 Mill street).	1879	Miss Fanny Hannah..	1	16	4-9	4
252	Jones Avenue Kindergarten.*	Rochester, N. Y.	1880	H. Estelle Dudley.....	1	20	4-8	4
253	Kindergarten, Western New York Institution for Deaf-Mutes.*	Rochester, N. Y. (263 North St. Paul st.).	1878	Mrs. Mary H. Westervelt.	6	59	6-12	5½
254	Rochester Kindergarten and School.	Rochester, N. Y. (177 Court street).	1878	Miss Meta C. Brown..	2	a50	4-12	4
255	Kindergarten of the Home for Destitute Children of Seamen.	West New Brighton, box 65 (Staten Island), N. Y.	1874	C. M. Thompson		23	3-7	3
256	Nursery and Child's Hospital Kindergarten.*	West New Brighton, (Staten Island), N. Y.	1877	Mrs. M. A. Du Bois		20	5-11	5
257	West New Brighton Charity Kindergarten.	West New Brighton, (Staten Island), N. Y.	1880	Mary A. Boyle.....		20	3½-7	4
258	Kindergarten*	Wilmington, N. C.	1882	Miss Emma McDougall	1	30	.....	...
259	Tileston Kindergarten.*	Wilmington, N. C. (corner 5th and Ann sts.)	1880	Miss Minnie Bogart...	1	30	5-8	4-5
260	Avondale Kindergarten.	Avondale, Ohio (Wallace avenue).	1882	Margaretta Burnet ...	1	30	3-8	3
261	Cincinnati Free Kindergarten, A. M., North. b	Cincinnati, Ohio (McCicken avenue).	1880	Mrs. Edina Worden and Miss Ella Cox.	14	200	3-6	3
262	Cincinnati Free Kindergarten, P. M., North. b		1882					
263	Cincinnati Free Kindergarten, A. M., South. b		1881					
264	Cincinnati Free Kindergarten, P. M., South. b	Cincinnati, Ohio (No. 6 Public Landing).	1883					

* From Report of the Commissioner of Education for 1882-'83.

a Average number.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Modelling, sewing, weaving, perforating, paper folding, and paper cutting.	Fröbel's gifts and the apparatus pertaining to the work.	The children are led to observe, to express themselves clearly, and to be graceful in movement. They learn to read and write more readily than those who have not had the training.
5	40	All of Fröbel's occupations...	Fröbel's gifts, piano, Kindergarten tables and chairs, and a room fitted in the most thorough and complete manner.	When combined with primary work, Kindergarten training makes the child neat and particular in habits, generally intelligent and observing. When combined with study under a teacher not bound by the system, it is invaluable.
5	40	Perforating, sewing, drawing, weaving, paper folding, paper cutting, card board work, and modelling.	Squared tables, blackboards and slates, balls, blocks, sticks, rings, tablets, an organ, mottoes, bust and picture of Fröbel.	
5½	40	Weaving, stick and ring laying, sewing, drawing, designing, and lessons in written language, articulation, habits of animals and plants, &c.	Charts and pictures for teaching natural history and botany, microscope, globe, small museum representing the animal, vegetable, and mineral kingdoms, and living natural objects.	Children are better developed physically and mentally than before the Kindergarten was established.
5	40	All the occupations of Fröbel's system.	Complete apparatus, with all modern improvements.	Supplies those elements which contribute to natural healthy growth.
5	48	Those used by Fröbel (paper folding, drawing, sewing, care of plants, &c.).	Kindergarten furniture and Fröbel's gifts and materials.	Excellent in every respect, especially as regards physical development.
5	44	Usual occupations.....	Usual apparatus.	
5	46	Fröbel's occupations, gymnastics, games, songs, stories, &c.	Fröbel's gifts, plants, animals, &c.	
5	34	.....	Those used in a regular Kindergarten.	Remarkably good.
5	38	Pricking, drawing, sewing, weaving, paper folding, paper cutting, peas work, modelling, stick laying, mathematical exercises with surface and solid forms.	Gifts, materials for occupations, squared tables, blackboard, &c.	Trains the eye and hand, cultivates the affections, and in many ways develops the physical and mental powers.
5	39	{ The aim is to carry out Fröbel's idea of a perfect Kindergarten; the gifts, modelling, pricking, weaving, folding, stick laying, drawing, &c., all the Kindergarten games, singing, playing, dancing, &c., and a lunch, with the instruction it demands.	{ Blocks, needles, sticks, paper, colored balls, worsted, drawing material, clay, books for preserving children's work, drums, bells, whistles, rods, and toys.	{ The physical nature is strengthened by intelligent exercise, and the harmonious influences which surround it; the mental development is marked, the child learns to think and act independently, and his faculties are developed in the order of nature, while too much stress cannot be laid upon the effect of the system in its influence upon the moral nature of children in the free Kindergarten. The Kindergarten really corrects evil home influences and starts the little waifs in paths of virtue, industry, and happiness.

↳ All are schools of the Cincinnati Kindergarten Association.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
265	Eden Park Kindergarten.	Cincinnati, Ohio (7 St. James Place, Walnut Hills).	1882	Ida M. Stevens	2	22	3-7	3
266	Mt. Auburn Kindergarten.*	Cincinnati, Ohio (Evans street, Mount Auburn).	1878	Kathrine S. Dodd.....	3	25	3-7	3
267	Seventh Street Kindergarten.	Cincinnati, Ohio (112 West 7th street).	1876	Miss Helene Goodman.	3	46	3-8	3
268	Walnut Hills Kindergarten.*	Cincinnati, Ohio (Macmillan street, near Gilbert avenue).	1881	Lizzie Beaman	1	13	3-7	3½
269	East End Kindergarten.	Cleveland, Ohio (1457 Euclid avenue).	1881	Eunice Thomas.....	0	10	3-7	3
270	Miss Hutchinson's Kindergarten.	Cleveland, Ohio (cor. Prospect and Erie streets).	1881	Jane W. Hutchinson..	0	8	3-8	3½
271	Kindergarten in Miss Mittleberger's School.	Cleveland, Ohio (1020 Prospect street).	1877	Florence E. Bucklin	14		3-7	3
272	Miss Beatrice Fennell's Kindergarten.	Columbus, Ohio.....	1883	Miss Beatrice Fennell.	1			
273	Kindergarten, Franklin County Children's Home.	Columbus, Ohio (Mt. Vernon avenue).	1882	Mrs. Emma Wright...	1	75	3-8	5
274	Kindergarten (Institution for the Blind).	Columbus, Ohio.....	1878	Miss Laura A. Strother	24		8-11	1½
275	Kindergarten (Ohio Asylum for Feeble-Minded Children).	Columbus, Ohio.....						
276	Elyria Kindergarten..	Elyria, Ohio (East avenue).	1878	Miss Rosalie M. Hill..	2	38	3-7	3
277	Fröbel Kindergarten..	Toledo, Ohio (corner Superior and Locust streets).	1883	Emma L. Lau	1	7	3-8	3
278	Kindergarten in the Ursuline Convent.*	Toledo, Ohio (corner Cherry and Eriests.).	1879	Sister Mary of St. Cæcilia.	1	33	4-10	3
279	Orange Place Kindergarten.	Toledo, Ohio (corner Orange and Huron streets).	1879	Lily G. Lang	1	25	3-7	3
280	Primary School and Kindergarten, Urbana University.	Urbana, Ohio (Reynolds street).	1881	Miss Alice S. Werner.	0	12	4-8	3

* From Report of the Commissioner of Education for 1882-'83.

a Average.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	38	All Fröbel's gifts and occupations.	Piano, squared tables, and all the necessary appliances for carrying out Fröbel's ideas.	Strengthens the powers of observation and tends to produce harmonious development of the physical and mental natures.
5	36	Weaving, paper folding, sewing, modelling, drawing, lessons with blocks, singing, marching, and games.	All necessary for a well organized Kindergarten.	
5	40	All of Fröbel's gifts and occupations.	Fröbel's apparatus.	
5	38	Lessons with Kindergarten gifts, weaving, drawing, paper folding and cutting, sewing, perforating, modelling, singing, games, and conversational lessons.	Kindergarten gifts and occupation material, Frang's series of natural history charts, piano, and the usual Kindergarten furniture.	Imparts a fondness for mathematics, makes the child more observing, more logical in thought, self helpful, and respectful of the rights of others.
5	40	Usual occupations .....	.....	Very good.
5	40	Fröbel's gifts, games, plays, songs, luncheon, &c.	Tables, chairs, piano, and general Kindergarten material.	It makes healthy, thoughtful children.
5	38	Lessons with Fröbel's third and fourth gifts, weaving, sewing, stick and ring laying, modelling, paper folding, singing, object lessons, &c.	Chairs, squared tables, blocks, rings, balls, a cabinet, pictures, flowers, &c.	An approach to symmetrical development, physically, mentally, and morally.
.....
5	42	Fröbel's occupations, gift lessons, singing, games, gymnastic exercises, and reading and numbers to the advanced class.	Those given by Fröbel	Develops the physical, mental, and moral powers, and lays a firm foundation for future education.
5	40	Weaving, sewing, modelling, paper folding.	Blocks, clay, modelling knives, weaving needles, &c.	Excellent for blind children; cultivates ease of motion and good manners, quickens the powers of attention and apprehension, and educates the hand.
.....
5	24	Kindergarten games, weaving, pricking, sewing, paper folding, drawing, and modelling.	Low chairs and tables, material for occupations, dishes for lunch, and all appliances necessary for a true Kindergarten.	Harmonious physical development, culture of mental and moral perception, and excellent foundation for later training.
5	40	Sewing, perforating, weaving, paper folding, pasting, stick laying, interlacing, intertwining, drawing, modelling, &c.	Tables, gifts, &c.	Physical and mental activity are acquired; the child is easily controlled and nervousness and dullness overcome.
5	40	Drawing, weaving, perforating, embossing, modelling, designing, gymnastic exercises, singing, recitations, and study of the kingdoms of nature.	All necessary appliances for the occupations.	Very good.
5	32	First, second, third, and fourth gifts, pricking, sewing, drawing, weaving, cutting, folding, and modelling.	Chairs, tables, and all articles needed for the work.	Develops physical powers and quickens mental faculties.
5	39	Usual Kindergarten occupations and primary school work.	A few of the more common appliances of the Kindergarten.	

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist- ants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
1	2	3	4	5	6	7	8	
281	Fröbel Kindergarten*.	Portland, Oreg. (246 Washington street).	1882	Mrs. Caroline Dunlap.	1	21	3½-8	4
282	Allegheny Kindergar- ten.	Allegheny, Pa. (280 Ridge avenue).	1875	Miss C. L. Wilson	13	3-7	3	
283	Kindergarten (Penn- sylvania Training School).*	Elwyn, Pa. ....	.....	Isaac N. Kerlin, M. D., superintendent.	2	40	3-9	4-5
284	Fröbel's Kindergar- ten, Lutheran Or- phans' Home.	Germantown, Pa. (5580 Main street).	1879	Miss Laura C. Hoag- land.	1	27	3-8	3
285	Germantown Kinder- garten.	Germantown, Pa. (103 Price street).	1874	Miss Marianna Gay...	2	16	3-7	3
286	Intermediate School and American Kin- dergarten.	Germantown, Pa. (Chelten avenue near Green street).	1876	Ada M. Smith	3	34	4-10	4
287	Pulaskitown Free Kindergarten.	Germantown, Pa. (Penn street and Patton avenue).	1882	Miss Alice M. Barrett.	1	50	3-7	3
288	Kindergarten of Lan- caster County Home for Friendless Children.	Lancaster, Pa. (South Ann street).	1880	Miss Orril R. Cole.....	0	75	4-7	2½
289	Miss Bennett's Kin- dergarten.	Philadelphia, Pa. (2105 Spruce street).	1874	Anna Bennett	1	19	3-7	2
290	Charles Whitaker Kindergarten.*	Philadelphia, Pa. (Reed street below 8th street, St. Timo- thy's Protestant Episcopal church).	1882	Ella May Wood.....	1	31	3½-7	3
291	Eleventh Ward Kin- dergarten.	Philadelphia, Pa. (St. John and Button- wood streets).	1882	Florence C. Frantz....	1	32	3-6	3

* From Report of the Commissioner of Education for 1882-'83.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	....	Chain making, drawing, sewing, stick laying, pricking, paper folding, paper cutting, parquetry, modelling, weaving, leaf making, and paper lacing.	A bright, cheerful room, a piano, seats and squared tables, 1st, 2d, 3d, 4th, and 5th gifts, rings, tablets, numeral frame, and materials for all the occupations.	Changes listlessness and indifference into attention, brightness, and a great desire for knowledge.
5	36	Fröbel's gifts and occupations.	Fröbel's Kindergarten material, piano, &c.	Very satisfactory, giving the children an excellent foundation for future knowledge.
5	48	Those common to the system.	Those common to the system with such additions as will aid in the development of feeble-minded children.	Gradual development of the nervous system.
5	42	Modelling, weaving, sewing, perforating, staff laying, and exercises with all the gifts of the Kindergarten.	Fröbel's twenty Kindergarten gifts.	Promotes health and strength, and cultivates the inventive faculties and powers of observation and reflection.
5	40	Playing a variety of games, work with all of Fröbel's gifts, and such exercises as naturally suggest themselves to a true Kindergarten.	All of Fröbel's gifts, seeds, stones, strings, cabinets of curiosities, plants, musical instruments, pictures, tables, chairs, &c.	Thoroughly natural and helpful, imparting grace, agility, and skill in all physical movements, steadiness of nerve, delicacy of touch, accuracy in the use of the senses, clearness of perception, and especially cultivating the inventive powers, the use of language, and a love for the beautiful.
5	40	Weaving, modelling, ring and stick laying, pricking, embroidery, reading, writing, object lessons, paper folding, making books without words, games, calisthenics, singing, &c.	Miss Coe's American Kindergarten gifts and occupations, piano, wands, dumb bells, cabinet of specimens, stuffed birds, Frang's natural history series, cards for object lessons, maps, globes, charts, &c.	It harmoniously develops mind and body, creates a love of study, quickens perception, &c., and makes the child a lover of nature.
5	49	Singing, physical exercises, object lessons on color, counting, adding, &c., modelling, sewing, drawing, weaving, perforating, exercises with geometrical forms, &c.	Tables, chairs, Fröbel's 1st, 2d, and 3d gifts, slates, colored crayons, materials for modelling, paper folding, weaving, sewing, &c.	Improves the morals, inculcates habits of cleanliness, order, gentleness, politeness, and helpfulness; imparts skill to the hands, and awakens interest in surrounding objects.
5	40	Fröbel's occupations and gifts.	Kindergarten tables, benches, gifts, and materials for occupations.	The friendless little ones are made happy by the Kindergarten, and this happiness insures physical and mental benefits.
5	36	Drawing, sewing, weaving, pricking, paper folding, paper cutting, stick laying, slat interlacing, modelling, ring laying, exercises with geometrical forms (cubes, oblongs, &c.), and other Kindergarten occupations.	Fröbel's gifts, and all other needed appliances.	Good.
5	40	Building with blocks, drawing, sewing, pricking, stick and ring laying, gymnastics, vocal culture, games (illustrating trades, habits of animals, &c.).	Balls (worsted and rubber), 2d, 3d, and 4th gifts, rings, materials for pricking, sewing, and drawing, blackboard, &c.	Develops the child's threefold nature, brightens the dull and strengthens the weak.
5	42	Weaving, sewing, modelling, and drawing.	Colored balls, wooden sphere, cube, and cylinder.	Develops physically, training the hand and eye, develops clearness of perception, and cultivates attention, thought, and understanding.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
	1	2	3	4	5	6	7	8
292	Fifteenth Ward Kindergarten and Day Nursery.*	Philadelphia, Pa. (2224 Shamokin street).	1882	Miss Grace Zieber	0	20	3-7	3
293	Free Kindergarten....	Philadelphia, Pa. (Filibert street, above 20th).	1880	Ruth R. Burritt	1	20	3-7	3
294	Free Kindergarten of the Second Reformed Episcopal Church.	Philadelphia, Pa. (Sansom street above 21st).	1881	Miss M. Louisa Morrison.	1	58	3-7	3
295	Friends' Kindergarten	Philadelphia, Pa. (15th and Race street's).	1877	Susan T. Comly	1	43	3-7	3-4
296	Kindergarten (Day Nursery for Children).	Philadelphia, Pa. (2218 Lombard street).	.....	Miss Williams .....	.....	.....	.....	.....
297	Kindergarten, Fifth Ward Association.	Philadelphia, Pa. (338 Griscom street).	1881	Miss Florence Liberta Briggs.	1	50	3-6	3
298	Kindergarten of the New Wellesley School.	Philadelphia, Pa. (2027 Chestnut street).	1883	Miss Anne C. Gleim ..	.....	.....	.....	.....
299	Kindergarten of the Northern Home for Friendless Children.	Philadelphia, Pa. (23d and Brown streets).	1874	Miss Rachel S. Walk..	2	640	3-7	4
300	Kindergarten (Southern Home for Destitute Children).	Philadelphia, Pa. (s. e. cor. 12th and Fitzwater streets).	1882	Miss Groff	9	24	3-6	3
301	Pine Street Day Nursery Kindergarten.	Philadelphia, Pa. (427 Pine street).	1878	Lottie Church	0	20	3-6	3
302	Schleigh Kindergarten	Philadelphia, Pa. (18th street and Girard avenue).	1877	Miss Fannie M. Schleigh.	5	25	3-8	4
303	Sixth Ward Kindergarten.*	Philadelphia, Pa. (Crown and Race streets).	1880	C. Jessie Buggy	1	28	3-6	3
304	Misses Smith and Ashbridge's Kindergarten.	Philadelphia, Pa. (1833 Chestnut street).	1880	Lillie G. Flanigen .....	.....	5	3-7	3
305	Twenty-Ninth Ward Free Kindergarten.*	Philadelphia, Pa. (2348 Jefferson street).	1882	Belle Halsall	0	25	3-6	3
306	Mrs. Van Kirk's Kindergarten.	Philadelphia, Pa. (1333 Pine street).	1874	Mrs. M. L. Van Kirk.	4	22	3-6	3½-4
307	Mrs. L. M. B. Mitchell's School and Kindergarten.	West Philadelphia, Pa. (315 N. 35th street).	1877	Anna W. Barnard	1	19	3-7	3

* From Report of the Commissioner of Education for 1882-'83.

α Assisted by members of the training class.

b Average.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	44	The usual Fröbel occupations.	Those ordinarily used.	
5	40	Occupations of Fröbel's system.	Those necessary for the perfect development of the child according to Kindergarten principles.	Promotes health, grace, and ease of body, develops quickness of perception, clearness and accuracy in thought, and cultivates truthfulness, gentleness, and love.
5	42	The regular occupations of the Fröbel system, and music by the tonic sol fa method.	All the appliances and apparatus of a first class Kindergarten, including a fine piano.	Very satisfactory.
5	40	Fröbel's occupations	Fröbel's gifts and materials, plants, &c.	Produces sound minds in healthy bodies.
5	40	Object lessons, gift occupations, &c.	Blackboard, color charts, gymnastic apparatus, &c.	Marked improvement both in the work and in the behavior of the children.
5	46	All of Fröbel's gifts, modelling, weaving, drawing, block building, stick and ring laying, &c.	Blocks, sticks, rings, slates, clay, &c.	Tends to develop all those good qualities which later on make the good man or woman.
5	44	The various occupations of the system.		Tends to quicken the children's perceptions, to give skill to hand and health to body and happiness generally.
6	52	All of Fröbel's elementary gifts and occupations.	Those necessary for the best comfort and development of the child.	Develops naturally the physical and mental powers, without unduly stimulating them.
5	35	Sewing, weaving, drawing, modelling, crayon work, and all the employments of a true Kindergarten.	All the gifts, blackboards, Kindergarten slates, globes, natural objects, and everything from which children can obtain knowledge of form and color and all that interests, and which in so doing develops reasoning powers, cultivates habits of observation, &c.	Very beneficial, producing a sound mind and a sound body; many have been sent to this Kindergarten for physical improvement only, and in securing it have been mentally and morally improved.
6	51	Perforating, bead stringing, drawing, sewing, weaving, paper folding and modelling.		
5	32	Weaving, sewing, paper folding, paper mounting, clay modelling, perforating, peas work, drawing, &c.	Tables, chairs, 13 gifts, &c.	Mind and body are simultaneously developed by natural methods, and the child becomes in every way prepared for the harder tasks of school and life in general.
5	....	Pricking, sewing, drawing, weaving, paper folding, paper cutting, peas work, and modelling.	Materials for pricking, sewing, weaving, and modelling, balls, cubes, rings, sticks, peas, seeds, slates, and slats.	
5	36	Occupations designed by Fröbel, games, rhythmic exercises, accompanied by music, singing by color notation.	Kindergarten appliances, piano, cabinet, plants, and an aquarium, microscope, blackboards, pictures, and all of Fröbel's gifts.	Strengthens the physical nature, tends to make the child self dependent, and increases his capacity for happiness.
5	36	All of Fröbel's occupations, physical exercises, marching, games, and singing, taught by the tonic sol fa method.	All in general use, including color charts, music cases, &c.	Excellent.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist- ants.	Pupils.			Number of hours taught daily.
						Number of.	Between the ages of—		
	1	2	3	4	5	6	7	8	
308	West Philadelphia Kindergarten.*	West Philadelphia, Pa. (202 South 41st street).	1876	Miss Mary J. Rider ..	1	35	3-12	4	
309	Greenwich Academy Kindergarten.	East Greenwich, R. I. ....	.....	.....	.....	.....	.....	.....	.....
310	Public Kindergarten..	Newport, R. I. ....	.....	.....	.....	.....	.....	.....	.....
311	Alden Kindergarten..	Providence, R. I. (44 Angell street).	1878	Caroline M. N. Alden.	6	50	2-8	4½	
312	Free Kindergarten*...	Providence, R. I. (Fountain street).	1881	Miss Katharine M. Baker.	1	60	2-6	3	
313	Kindergarten	Jackson, Tenn. ....	.....	Miss Trousdale .....	.....	.....	.....	.....	.....
314	American Kindergar- ten.	Richmond, Va. (400 East Main street).	1877	Virginia R. Snyder...	1	22	4-10	4	
315	Fröbel Kindergarten..	Appleton, Wis.	1883	Miss Kittie A. Wilder	1	25	4-7	3	
316	Eau Claire Kindergar- ten.	Eau Claire, Wis. (615 River street).	.....	Miss Jenny Lloyd Jones.	12	60	3-7	3	
317	Kindergarten	Kenosha, Wis. (104 West street).	1879	Mrs. Frances A. B. Dunning.	.....	12	3-6	3	
318	Kindergarten des Frauenvereins.	La Crosse, Wis. (Fifth street).	1877	Ella Naffy	0	25	4-6	5	
319	Madison Kindergar- ten.*	Madison, Wis. (Mifflin street).	1880	Miss Emma Jeschka..	.....	25	3-7	5	
320	Private Kindergarten.	Madison, Wis. (corner Mifflin and Fairchild streets).	1882	Miss H. M. I. Eggleston.	1	20	3-6	3	
321	Kindergarten	Mazo Manie, Wis. ....	.....	Miss Ida Meltzer .....	.....	.....	.....	.....	.....
322	Public Kindergarten..	Menomonee, Wis. ....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1882-'83.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Those used in the Fröbel system.	Fröbel's gifts, blackboard, tables, chairs, musical blackboard, modulator, globe, geometrical solids, &c.	Harmonious development of the physical, mental, and moral faculties.
5	40	Sewing, weaving, peas work, 3d, 4th, 5th, and 6th gifts, paper folding, modelling, drawing, singing, games, gardening, lessons in botany, zoölogy, &c., and for advanced class wood carving, lace making, gymnastics, and lessons in reading, writing, geography, arithmetic, French, and German.	Fröbel's apparatus and appliances, maps, globes, charts, blackboards, pictures, aquarium, books, gardens, and collections, of plants, minerals, stones, shells, animals, &c.	Superior development of the physical, mental, and moral natures.
5	40	Weaving, sewing, modelling, drawing, gardening, games, and exercises in and out of doors.	The usual gifts and material of a Kindergarten, plants, animals, &c.	Rapid, easy, natural, and harmonious development of the physical, mental, and spiritual nature of the child.
5	40	Weaving, pasting, geometrical forms in colored papers, designing, painting, embroidering, peas work, modelling, perforating, paper cutting, exercises with blocks, &c.	Cabinet of curiosities from the three kingdoms of nature, geometrical charts, and color charts.	Rapid development of the senses and healthy activity of body and mind.
5	30	Sewing, weaving, folding, cutting, pasting, intertwinning, modelling, peas work, gift lessons in the 1st, 2d, 3d, and 4th gifts, &c.	Material for nine occupations, all the gift material, piano, and all necessary furniture.	Every muscle is brought into free play, the faculties of the child are aroused, and he is well prepared for the next grade of work.
5	40	Sewing, weaving, folding, cutting and pasting, modelling, drawing, &c.	First ten gifts of Fröbel, Mrs. Hailmann's lentils, and Dr. Bachelor's music charts.	Makes the child vigorous, graceful, buoyant, observant, self-reliant, creative, reverent, kindly, respectful of labor, and thoughtfully tender of the lower life about him.
5	....	The connected gifts and occupations necessary for complete Kindergarten work in solid, surface, line, &c.	.....	Children physically weak in any way are made stronger, slow perception quicker and clearer, sense of beauty is developed, symmetry of form more and more readily recognized, mechanical execution greatly improved; also in many cases moral action, &c.
5	42	Sewing, weaving, drawing, building stick, ring, and tablet laying, book mark work, &c.	.....	Aids materially in physical and mental development.
6	48	Weaving, drawing, paper folding, perforating, sewing, paper interlacing, peas work, modelling, building with blocks, marching, singing, play and object lessons.	.....	.....
5	36	Usual occupations, games, trades, songs, &c.	Blocks, drawing books, blackboards, Prang's trades, &c.	True and natural development; children who take a 2-year course in Kindergarten are able to make rapid progress in primary work, especially in numbers, writing, and drawing.

a Members of training class.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
323	Kindergarten der Nordwest Seite.	Milwaukee, Wis. (Seventh street, between Walnut and Germania).	1874	Sophie Marnitz	2	65	3-7	5
324	Kindergarten of the German and English Academy.	Milwaukee, Wis. (643 Broadway).	1874	Miss Hermine Weisenborn.	1	40	3-7	4
325	Milwaukee English Kindergarten.*	Milwaukee, Wis. (493 Jefferson street).	1874	Mrs. Chas. H. Clarke.	2	25	3-7	3
326	Milwaukee Kindergarten system. ^a	Milwaukee, Wis. (909 Grand avenue).	1882	Sarah A. Stewart, general director.	20	600	4-6	3
327								
328								
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333	Private Kindergarten.	Milwaukee, Wis. (718 Prairie street.)	1883	Miss Matilda Voss....	1	60	3-7	5
334	St. Mary's Kindergarten.	Milwaukee, Wis. (corner Jefferson and Ogden streets).	1880	Sister Mary Ernesta, directress.	.....	106	2-6	5½
335	South Side Kindergarten.	Milwaukee, Wis. (Greenbush street.)	1874	Miss Sophia Holzhaeuser.	2	70	3-8	5
336	Tenth Street Kindergarten.	Milwaukee, Wis. (Tenth street).	.....	Anna Werner.....	1	40	.....	.....
337	West Side Kindergarten.	Milwaukee, Wis. (corner Seventh and Prairie streets).	.....	Anna M. Grelke	2	76	.....	.....
338	Kindergarten department, State Normal School.	Oshkosh, Wis.....	1880	Miss Fanny C. Colcord	2	37	4-7	3
339	Fargo Kindergarten ..	Fargo, Dak. (corner Adams avenue and Eleventh street).	1881	Mrs. Eugene A. Colby.	1	15	4-12	4
340	Kindergarten, Industrial Home School.	Georgetown, D. C	1880	Mary E. Hatch .....	.....	25	4-10	3
341	Bethany Free Kindergarten.	Washington, D. C. (510 Eleventh street).	1881	Miss Maud Stilson....	.....	32	3-7	3
342	Columbia Kindergarten.	Washington, D. C. (New Jersey ave. and E street N. W.).	1883	Miss Frank J. Lake ..	1	.....	3-6	.....

* From Report of the Commissioner of Education for 1882-'83.

^a Includes 7 Kindergärten for the school year 1883-'84. The statistics given are, however, from the Report of the Commissioner of Education for 1882-'83 and are for 5 Kindergärten only.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	35	The usual occupations with the different gifts, calisthenics, declaiming, singing, and drawing.	Colored balls, geometrical solids, tablets, sticks, slates, materials for perforating and embroidery, split wood, straw, clay, primers, blackboards, &c.	Imparts health and grace to the body, cultivates the reasoning and observing faculties, develops a sense of beauty in form, color, and sound, and trains the child to habits of order, punctuality, obedience, kindness, and self control.
5	42	Fröbel's occupations and Hailmann's group work.	Usual appliances	Very beneficial to both body and mind.
5	38	Fröbel's occupations and gifts.	Chairs, tables, blackboard, charts, pictures, piano, and museum.	Marked.
5	40	All the occupations and gifts devised by Fröbel.	Gifts, blackboards, chairs, tables, &c.	Tends to promote strength, flexibility, and precision, produces ease and politeness of manner, awakens discrimination in size, distance, direction, position, number, &c., and cultivates habits of order, neatness, obedience, attention, and of interest in and love for work.
6	50	Fröbel's occupations	Fröbel's gifts, &c	
5	44	Building exercises, pricking, singing, sewing, knitting, drawing, games, object lessons, conversational and memorizing exercises, and all Fröbel's occupations, often given in the open air.	Fröbel's gifts, objects for teaching color, form, number, &c.; appliances for calisthenics, musical instruments (drums, flutes, &c.) for drill.	Awakens and develops physically, mentally, morally, and spiritually.
5	49	Weaving, sewing, interlacing, drawing, writing, stick and ring laying, paper folding, modelling, peas work, block building, paper cutting, singing, calisthenics, and games.	Complete set of Fröbel's gifts, material for the occupations, and a piano.	Develops the physique, awakens the perceptive faculties, and benefits both body and mind.
.....
5	37	Perforating, sewing, drawing, weaving, paper folding, paper cutting, peas work, and modelling.	All appliances needed	Develops manual and artistic skill, freedom and grace of movement, clear perception, habits of attention, self-dependence, and an eagerness for knowledge.
5	50	Weaving, sewing, pricking, intertwining, object lessons, and primary studies.	All necessary for use in a well conducted Kindergarten.	Physical and mental development is above the average.
5	40	Block building, stick, ring, and tablet laying, peas work, weaving, sewing, perforating, paper folding, modelling, &c.	Ruled slates, blackboard, the different gifts, and material for working.	It teaches children to be independent thinkers and workers and to be systematic and observant.
5	40	Usual occupations, except pricking.	Fourteen of Fröbel's occupations and gifts.	Tends to awaken perception, cultivates self control, improves habits relating to proper care of body and mind.
.....	.....	Fröbel's	Fröbel's .....	.....

6 Date of the organization of the system in Milwaukee; Milwaukee Normal School Kindergarten, now the Central Kindergarten, was established in 1880.

TABLE V.—*Statistics of Kindergärten for 1883-'84; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
343	Fröbel Kindergarten.	Washington, D. C. (1127 Thirteenth street).	1875	Miss Susie Pollock ...	5	40	3-8	3
344	Garfield Kindergarten	Washington, D. C. (923 Nineteenth st.).	1882	Mrs. Anna B. Ogden..	1	19	3-7	4
345	Kindergarten.....	Washington, D. C. (1234 Scott Circle).	1881	Mrs. Olga M. Spier ...	1	30	4-10	4½
346	Kindergarten for the Deaf and Dumb.	Washington, D. C.....	1883	Prof. Graham Bell				
347	Kindergarten, Home for Colored Children.	Washington, D. C.....		Miss Plummer.....				
348	Kindergarten, Miner Normal School.	Washington, D. C.....		.....			
349	Le Droit Park Kindergarten.	Washington, D. C. (Le Droit Park).	1883	Miss Ida W. Hunt.....		10	3-6	3
350	Miner Free Kindergarten.	Washington, D. C. (Lincoln Mission, corner Eleventh and R streets).	1883	Mrs. Zora C. Ford	1	25	3-7	3
351	National Kindergarten and Primary School.	Washington, D. C. (929 Eighth street).	1874	Mrs. Louise Pollock ..	3	25	4-10	5
352	Pensoara Free Kindergarten.	Washington, D. C. (510 Eleventh st.).	1883	Mrs. J. W. Riddell.....		27	3-6	3
353	West End Kindergarten and School.	Washington, D. C. (800 Eighteenth st.).	1882	Miss Mary R. Pollock..	1	19	3-10	5
354	Kindergarten, Cherokee Orphan Asylum.	Salina, Ind. Ter.....	1884	Mrs. J. W. Riddell ...	0	24	6-10	5½

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Exercises with Fröbel's gifts from the 1st to the 8th, inclusive, and the 15th, drawing, sewing, weaving, inter-twining and folding paper, peas and clay work.	Everything needful for thorough work in the teaching of the Kindergarten system.	The child is taught to think and act for himself and to learn by doing, and the physique is developed by the continual change of position and work.
5	40	Block lessons, tablet, stick, and ring laying, weaving, peas work, modelling in clay and sand, and common branches in connecting class.	All Kindergarten gifts and tables, chairs, trays for moulding, &c.	Just what is claimed for this system of training; the children trained by the system are more attentive, observant, obedient, and gentle than those otherwise trained, and it produces a genial awakening of all the faculties.
5	35			
.....			
.....			
.....			
5	32	Block building, sewing, embroidery, weaving, stick-laying, lessons in numbers, &c.	Organ, tables, chairs, black-board, rugs, and usual material for the occupations.	The hand is educated, the child is taught to think and reason for himself, to observe familiar objects around him, and to cultivate an interest in and a love for them.
5	40	Block building, sewing, weaving, drawing, tablet, stick and ring laying, clay modelling, paper folding, and peas work.	All necessary to teach the occupations.	Very good.
5	40	Object lessons and Kindergarten drawing, together with all of Fröbel's occupations, except pricking and pasting.	Squared tables, slates, black-boards, all the gifts, including balls, sticks, blocks, tablets, staffs, rings, and Mrs. Hailman's 2d gift, materials for the occupations, garden tools, and Prang's natural history cards.	Improves the general health, teaches the child self government, and leads him to choose to do what is right; it is also a superior preparation for subsequent mathematical training.
5	40	Usual occupations, except pricking.	Fourteen of Fröbel's occupations and gifts.	Improves the general health, teaches the child self government, and leads him to choose to do what is right; it is also a superior preparation for subsequent mathematical training.
5	40	Object lessons and Kindergarten drawing, together with all of Fröbel's occupations, except pricking and pasting.	Squared tables, slates, black-boards, all the gifts, including balls, sticks, blocks, tablets, staffs, rings, and Mrs. Hailmann's 2d gift, materials for the occupations, garden tools and Prang's natural history cards.	Improves the general health, teaches the child self government, and leads him to choose to do what is right; it is also a superior preparation for subsequent mathematical training.
5	40	Weaving, sewing, paper folding, drawing, block building, stick laying, reading, elocution, spelling, oral and written.	Squared tables, Kindergarten chairs, pictures, map, blackboard, gift and occupation material.	Produces grace of movement, cultivates the social element, and concentrates the faculties.

TABLE V.—*Memoranda.*

Name.	Location.	Remarks.
Boys' and Girls' Aid Kindergarten.....	San Francisco, Cal....	Closed.
Charity Kindergarten	San Francisco, Cal. (512 Union street).	Called also The "Faithfull" Kindergarten.
St. Luke's Free Kindergarten.....	San Francisco, Cal....	This Kindergarten has been given up by the church and opened as a private Kindergarten, with name of Buford Free Kindergarten.
Shipley Street Free Charity Kindergarten.	San Francisco, Cal....	See Free Kindergarten, No. 4; identical
South Park Private Kindergarten	San Francisco, Cal....	Not found.
New Britain Kindergarten	New Britain, Conn....	Suspended; perhaps only temporarily, for want of room.
Misses Alcott and Sherwood's Kindergarten	Stamford, Conn.	Closed.
Fröbel Kindergarten and School (Mrs. A. B. Scott).	Chicago, Ill. (61 Twenty-second street).	Mrs. A. B. Scott is now employed as Kindergarten by Dr. Schwing's Independent Society.
Kindergarten, Holland Presbyterian Church	Chicago, Ill. (corner Erie and Noble streets).	Closed.
Kindergarten, Twenty-second street, W. C. T. U.	Chicago, Ill. (Thirty-first street and Cottage Grove avenue).	Transferred to Mosley.
Kindergarten, West Side Young People's C. T. U.	Chicago, Ill. (384 West Randolph street).	Removed; not found.
Memorial Kindergarten.....	Chicago, Ill. (147 Milton avenue).	Removed; not found.
Kindergarten department of Illinois Female College.	Jacksonville, Ill.	Closed.
Free Kindergarten, No. 2.....	Indianapolis, Ind.	Called also the West Market street Free Kindergarten.
Kindergarten, Hadley and Roberts' Academy.	Indianapolis, Ind.	Closed.
Normal Kindergarten (Alice Chapin).....	Indianapolis, Ind.	See Indianapolis Kindergarten, No. 1.
Bloomer School Kindergarten.....	Council Bluffs, Iowa..	Discontinued.
Des Moines Kindergarten	Des Moines, Iowa....	Principal is now at the Des Moines Public School Irving Kindergarten.
Bates Street Kindergarten.....	Lewiston, Me.	No true Kindergarten schools in Lewiston.
Kindergarten.....	Boston, Mass. (28 Mount Vernon street).	Discontinued.
Kindergarten department of Trinity House.	Boston, Mass.	Not a true Kindergarten; children in the day nursery are simply given some Kindergarten instruction.
Gloucester Kindergarten	Gloucester, Mass.	Closed.
Miss Ella M. Rounds' Kindergarten	Holyoke, Mass.	Closed.
Mrs. Shaw's Charity Kindergarten	North Cambridge, Mass.	Closed.
Kindergarten (Miss Angeline Brooks).....	West Springfield, Mass.	Transferred to New Haven, Conn.
Kindergarten.....	St. Charles, Mo. (1511 Hubert street).	Closed.
Kindergarten of German, English, and French Academy.	Hoboken, N. J. (272 Bloomfield street).	Closed.
Binghamton Kindergarten.....	Binghamton, N. Y.	Closed.
American Kindergarten	Brooklyn, N. Y. (Friends' Meeting House).	Closed.
Mrs. R. Goodwin's Kindergarten	Brooklyn, N. Y.	Closed.
Kindergarten of Mrs. Froehlich's School...	New York, N. Y. (28 East Fiftieth street).	Not opened during scholastic year 1883-'84, but arrangements are to be made for its reopening another year.
Fröbel Kindergarten.....	Rochester, N. Y.	Closed.
St. James Place Kindergarten	Cincinnati, Ohio	See Eden Park Kindergarten; identical.
Kindergarten (Florence E. Bucklin).....	Cleveland, Ohio (1020 Prospect street).	See Kindergarten in Miss Littleberger's school; identical.
Fröbel Kindergarten	Germantown, Pa. (5262 Main street).	Closed.
Germantown Free Kindergarten.....	Germantown, Pa.	See Pulaskitown Free Kindergarten; identical.
Fröbel Kindergarten	Philadelphia, Pa. (1833 Chestnut street).	See Misses Smith and Ashbridge's Kindergarten; identical.
Miss Lehman's Fröbel Kindergarten.....	Philadelphia, Pa. (530 North Nineteenth street).	Removed; not found.

TABLE V.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Kindergarten of the Eighteenth and Nineteenth Ward District Association of the Philadelphia Society for Organizing Charity.	Philadelphia, Pa. (116 Diamond street).	Closed July 1, 1883, but may be reopened at an early date.
Pittsburgh Kindergarten	Pittsburgh, Pa.	Removed to Allegheny.
Sewickley Academy Kindergarten	Sewickley, Pa.	Closed.
West Chester Fröbel Kindergarten	West Chester, Pa.	Not in existence.
Locust street American Kindergarten	West Philadelphia, Pa. (4037 Locust street).	Removed; not found.
Miss Taft's Kindergarten	Newport, R. I.	Closed.
Miss Maude Dalley's Kindergarten	Providence, R. I.	Discontinued.
Williamston Female College Kindergarten	Williamston, S. C.	Closed.
American Kindergarten	Lynchburg, Va.	Closed.
Portsmouth Primary School and Kindergarten.	Portsmouth, Va.	Appears to be only a primary school, with some instruction in Kindergarten methods.
Watertown Kindergarten	Watertown, Wis.	Closed.
Kindergarten	Globe, Ariz.	Closed.
Iowa Circle Graded School and Kindergarten.	Washington, D. C.	Closed.

Kindergärten from which no information has been received.

Name and location.	Name and location.
Kindergarten (William and Emma Austin College), Stevenson, Ala.	Kindergarten (Warrenton Street Chapel), Boston, Mass. (10 Warrenton street).
Kindergarten (Miss D. A. Curtis), Sacramento, Cal.	Free Kindergarten, Cambridge, Mass. (Concord avenue).
Mrs. Haven's Mission Kindergarten, San Francisco, Cal. (corner 18th and Jessie streets).	Free Kindergarten, Cambridge, Mass. (36 North avenue).
Ladies' Protection and Relief Society Kindergarten, San Francisco, Cal.	Kindergarten, Cambridge, Mass. (41 Holyoke st.).
Kindergarten (Hartford Female Seminary), Hartford, Conn.	Kindergarten, Cambridge, Mass. (City Building, Brattle square.)
Fröbel Kindergarten, Wilmington, Del. (901 Washington street).	Kindergarten (Miss Hutchinson), Cambridge, Mass.
Fröbel Kindergarten, Chicago, Ill. (3 East Fortieth street).	Cambridgeport Kindergarten, No. 2, Cambridgeport, Mass. (corner Windsor and School streets).
Fröbel School and Kindergarten, Chicago, Ill. (corner Bishop Court and Madison street).	Moore Street Kindergarten, No. 1, Cambridgeport, Mass. (76 Moore street).
Kindergarten (Misses Bell Reed and Carrie Soper), Chicago, Ill. (Temperance Hall, State street, south of 28th).	Fröbel Kindergarten, North Cambridge, Mass., Kindergarten, Roxbury, Mass. (933 Albany st.).
Kindergarten (Miss M. E. Foster), Chicago, Ill. (1237 State street).	Kindergarten, Roxbury, Mass. (147 Ruggie st.).
Kindergarten (M. Jennie Calkins), Chicago, Ill. (3347 Forest avenue).	Kindergarten (Cottage Place school-house), Roxbury, Mass. (rooms 1 and 3).
Kindergarten, Chicago, Ill. (37 Johnson Place).	Howe Primary School, South Boston, Mass. (Fifth street).
Kindergarten, Chicago, Ill. (62 Langley avenue).	Private Kindergarten, Detroit, Mich. (681 Cass avenue).
Kindergarten, Chicago, Ill. (1818 Indiana avenue).	Kindergarten, Minneapolis, Minn. (227 S. 6th st.).
Kindergarten (M. E. Church), Chicago, Ill. (778 Halstead street).	St. Paul Kindergarten, St. Paul, Minn. (36 Igichart street).
Kindergarten (Young Ladies' C. T. U.), Chicago, Ill. (Michigan avenue near 22d street).	Kindergarten (Stonewall Female College), Ripley, Miss.
Park Institute Kindergarten (Chicago, Ill. (103 Ashland avenue).	Kindergarten of St. Aloysius Academy, Jersey City, N. J.
La Grange Kindergarten, La Grange, Ill.	Fröbel's Kindergarten, Jersey City, N. J. (28 and 30 Sherman avenue).
Free Kindergarten No. 1, Indianapolis, Ind.	Miss Alston's Kindergarten, Newark, N. J. (Orchard street).
Marion Kindergarten, Marion, Ind. (5th street).	St. Peter's Kindergarten, Newark, N. J. (21 Livingston street).
Franklin Square Kindergarten, Baltimore, Md. (694 W. Fayette street).	Fröbel's Kindergarten, Albany, N. Y. (Elk st.).
Kindergarten (Nannie Montgomery Johns), Baltimore, Md. (139 W. Biddle street.)	Kindergarten, Brooklyn, N. Y. (591 La Fayette avenue).
Kindergarten, Boston, Mass. (33 Blossom street).	Kindergarten (Miss Cora E. Mattice), Buffalo, N. Y. (224 Jersey street).
Kindergarten (Mrs. E. L. Sparks), Boston, Mass. (school-house, Snelling Place).	Kindergarten (St. Malachy's Home), East New York, N. Y.
Kindergarten (North End Industrial Home), Boston, Mass. (39 N. Bennett street).	Kindergarten of Moeller Institute, New York, N. Y. (338 West 29th street).
Kindergarten of Emanuel Church, Boston, Mass.	Cottage Kindergarten Primary and Intermediate Classes, Syracuse, N. Y. (74 James street).
Kindergarten of the Boston Orphan Asylum, Boston, Mass.	Fröbel Kindergarten, Syracuse, N. Y. (115 Cedar street).
Kindergarten (old primary school-house), Boston, Mass. (Hudson street).	Kindergarten, Pittsboro', N. C.
Kindergarten (Quincy school-house), Boston, Mass. (Tyler street).	
Kindergarten (Sharp school-house), Boston, Mass. (corner Anderson and Pinckney streets).	

Kindergärten from which no information has been received—Continued.

Name and location.	Name and location.
<p>Kindergarten, Warrenton, N. C. Kindergarten of the Cincinnati Orphan Asylum, Cincinnati, Ohio (Summit ave., Mount Auburn). Brooks Kindergarten, Cleveland, Ohio (corner Prospect and Huntington streets). Kindergarten (Cleveland Academy), Cleveland, Ohio. Kindergarten (Miss Edith Ritson), Columbus, Ohio (464 East Broad street). Kindergarten of Fayette Normal and Business College, Fayette, Ohio. Fröbel Kindergarten of the Germantown Infant School, Germantown, Pa. (Haines street near Main). Kindergarten, Germantown, Pa. (29 Wister st.). Charity Kindergarten, Philadelphia, Pa. (New street public school building). Charity Kindergarten, Philadelphia, Pa. (22d and Locust streets). Charity Kindergarten (Lombard Street Day Nur- sery), Philadelphia, Pa. (430 Lombard street).</p>	<p>Kindergarten, Philadelphia, Pa. (1802 Wallace st.). Kindergarten, Philadelphia, Pa. (1718 Rittenhouse street). Kindergarten (St. Mary Street Home and Day Nursery), Philadelphia, Pa. (723 St. Mary st.). Kindergarten (Charleston Orphan House), Charle- ston, S. C. Kindergarten (Young Ladies' School), Memphis, Tenn. Kindergarten (Leache-Wood Seminary), Norfolk, Va. Milwaukee Kindergarten, Milwaukee, Wis. (16th street). Sheboygan Kindergarten, Sheboygan, Wis. (cor- ner Seventh street and New York avenue). Capitol Hill Institute and Kindergarten, Wash- ington, D. C. (22 Third street southeast). Washington Collegiate Institute Kindergarten, Washington, D. C. (1023 12th street). Santa Fé Academy Kindergarten, Santa Fé, N. Mex.</p>

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.												
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year. ^a			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
1	Andrews Institute.....	Andrews Institute, Ala.....	1876	1874	Rev. Wm. Houston, A.M.....	M. E.....	2	2	186	104	82	25	21	0	.....	.....	.....	
2	Trinity Normal School.....	Athens, Ala. (box 90).....	0	1865	Miss Mary F. Wells.....	Cong.....	.....	4	150	(150)	145	145	5	5	0	1	0			
3	Wilcox Female Institute*.....	Candlen, Ala.....	1849	1849	Mrs. Mary A. Boyd.....	O.S. Pres	1	4	60	18	42	60	12	3	.....	.....	.....	
4	Carrollton Male and Female Academy.....	Carrollton, Ala.....	1856	1856	E. D. Willett, president of board of trustees.	Non-sect	1	2	60	32	28	50	8	2	3	6	3				
5	Dadeville Masonic Institute.....	Dadeville, Ala.....	1855	1854	J. P. Oliver.....	Non-sect	1	2	48	25	23	48	5	0	5	3	.....			
6	Dadeville Select High School.....	Dadeville, Ala.....	0	1850	Mrs. Alice Baggett.....	Non-sect	1	2	63	28	35	63	15	15	5	8	0				
7	Male High School*.....	Dadeville, Ala.....	0	1881	J. Oscar Pinckard.....	Non-sect	2	.....	50	50	41	30	2	.....	8	2	.....			
8	Snow Hill Academy.....	Furman, Ala.....	1883	1883	Joel C. Du Bose, A.M.....	Non-sect	1	3	91	50	41	50	30	5	20	.....	.....		
9	Gaylesville High School.....	Gaylesville, Ala.....	1876	1871	Rev. Samuel L. Russell, A.M.	Non-sect	2	2	122	65	57	103	17	4	.....	.....	.....	
10	Greene Springs School.....	Greene Springs, Ala.....	0	1847	Henry Tutwiler, LL.D.....	Non-sect	2	1	29	26	3	29	27	5	.....	.....	.....	
11	South Alabama Female College.....	Greenville, Ala.....	1876	1865	Milton Park.....	Baptist	3	142	142	96	30	16	.....	.....	.....	.....	.....
12	Lowry's Industrial Academy.....	Huntsville, Ala.....	1879	1876	Samuel R. and A. A. Lowery.	Christ	2	3	135	63	72	125	.....	.....	.....	.....	.....
13	La Fayette Male and Female High School.....	La Fayette, Ala.....	0	1836	A. F. Trimble.....	Non-sect	2	2	128	60	68	80	20	.....	4	3	1			
14	Cedar Grove Academy.....	Livingston, Ala.....	1882	.....	S. S. Mellen, LL.D. and G. F. Mellen, A.M.....	Non-sect	2	.....	76	76	.....	.....	.....	.....	10	5	1
15	Richardson's Select School.....	Mobile, Ala.....	.....	1873	David S. Richardson, A.M.....	Non-sect	2 ^a	.....	40	40	.....	20	.....	2	1	12	4
16	Hamner Hall.....	Montgomery, Ala.....	1860	1861	Rev. Geo. M. Everhart, D.D.	P. E.....	2	7	75	5	70	75	3	35	.....	.....	.....	
17	William and Emma Austin College.	Stevenson, Ala.....	1877	1878	H. J. Phillips.....	Non-sect	1	3	126	65	61	40	8	0	0	0	0				
18	Young Ladies' Academy of the Visitation.	Summerville, Ala.....	1837	1833	Sister Mary Stanislaus Campbell.	R. C.....	.....	20	65	.....	65	.....	.....	.....	.....	.....	.....

^a From Report of the Commissioner of Education for 1882-'83.^a As a school for males; reorganized 1883 as a school for both sexes.

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

1	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
19	Germania Institute	Talladega, Ala.	1875	1875	James Barker	Non-sect	2	2	70	42	28	70	28	24	14	12	8	2		
20	Talladega College	Talladega, Ala.	1869	1869	Rev. Henry S. De Forest, Wm. P. Kittrell	Cong	6	10	456	416	190	.....	14	0	12	0	0	0		
21	Talladega Male High School	Talladega, Ala.	1867	1866	James F. Park	Non-sect	1	1	54	54	0	54	26	8	9	14	3	2		
22	Park High School	Tuskegee, Ala.	1875	1875	James F. Park, A. M. Ph. D.	Non-sect	5	0	133	133	0	80	53	12	30	.....	8	.....	
23	Central Collegiate Institute	Atus, Ark.	1883	1879	Rev. I. L. Burrow, A. M.	Meth	4	5	131	62	69	113	18	0	.....	.....	.....	.....
24	Arkadelphia Baptist High School	Arkadelphia, Ark.	1876	1873	B. J. Dunn	Baptist	2	2	60	40	20	45	15	.....	5	.....	.....	.....
25	Austin Institute	Austin, Ark.	1880	1873	Cornelius S. Gallo	Non-sect	2	2	130	72	58	130	30	.....	.....	.....	.....	.....
26	Scientific and Normal School	Bentonville, Ark.	0	1882	J. W. Coltrane, A. B.	Non-sect	2	2	150	75	75	.....	.....	.....	12	15	1	.....	
27	Clinton Male and Female Academy	Clinton, Ark.	1873	1875	Thomas L. Cox	Non-sect	2	2	129	68	61	113	16	.....	6	.....	.....	.....
28	Independent High School	El Dorado, Ark.	1881	1881	Rev. J. G. Smyth, M. A.	Non-sect	1	2	106	40	66	80	26	.....	10	12	5	.....	
29	Evening State High School	Evansville, Ark.	1884	1883	T. I. Herrin	Non-sect	2	1	121	(121)	.....	.....	.....	.....	.....	.....	.....	.....
30	Forest City School	Forest City, Ark.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
31	Harrison Seminary	Harrison, Ark.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	La Crosse Collegiate Institute	La Crosse, Ark.	1881	1868	M. Shelby Kennard, A. M.	Non-sect	2	1	105	73	33	84	15	6	1	.....	1	.....	
33	Arkansas Female College	Little Rock, Ark.	1872	1873	Myra C. Warner	Meth	0	6	100	0	100	100	2	25	2	0	0	0		
34	Edward Smith College	Little Rock, Ark.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
35	Mariana College and Normal Institute.	Mariana, Ark.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
36	Melbourne Academy b.	Melbourne, Ark.	0	1877	A. F. Benson	Non-sect	2	1	84	41	43	84	5	1	3	2	0	3		
37	Newport Academy	Newport, Ark.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
38	Prairie Grove Academy*	Prairie Grove, Ark.	.....	1874	W. E. Rosser	Non-sect	1	2	115	56	59	104	11	.....	9	.....	4	.....	
39	Prairie Grove Institute	Prairie Grove, Ark.	.....	1884	N. J. Foster	.....	.....	.....	72	.....	.....	.....	.....	.....	.....	.....	.....	.....
40	Quitman College	Quitman, Ark.	1871	1871	Jerome Haralson	M. E. So.	4	4	118	73	45	100	18	10	.....	.....	.....	.....

91	Brainard Academy	Haddam, Conn.	1839	Miss M. E. Brainard	Cong.	1	8	75	75	12	70	1
92	Miss Hanes's School for Young Ladies and Girls	Harford (Woodside), Conn.	1839	Miss Elizabeth H. Hanes	Non-sect	2						
93	Seminary of Mt. St. Joseph's	Hartford, Conn.	1873	Sister M. Agnes	R. C.		12	70	70	20	55	
94	Select School for Boys and Girls	Kent, Conn.	1882	Oliver C. Fuller	P. E.		2	30	15	30	5	
95	Rocky Hill Institute	Lime Rock, Conn.	1884	J. H. Hubbard	P. E.	1	2	51	25	26	3	5
96	Mrs. Robert H. Griswold's School	Lyme, Conn.	1878	Mrs. Robert H. Griswold	Cong.			15	15			
97	Young Ladies' Seminary	Middletown, Conn.	1876	Rev. E. A. Smith	Non-sect	1	3	64	30	34		
98	Mystic Valley English and Classical Institute	Mystic Bridge, Conn.	1880	John K. Buckley, A. M., LL. D.	Non-sect	2	2	64	16	21	25	18
99	New Britain Seminary	New Britain, Conn.	1870	Lincoln A. Rogers, A. M.	Non-sect	2	5	70	40	30	58	12
100	New Canaan Institute	New Canaan, Conn.	1873	Mrs. E. F. Ayres	Non-sect	1	6	40	20	20		2
101	The Eldridge School	New Haven, Conn. (136 Sherman avenue)	1873	Misses E. C. and S. J. Bangs	Meth.	1	2	35			3	2
102	Miss Nott's English and French Family and Day School	New Haven, Conn.	1873	Miss Lydia P. Nott	Non-sect	1	11	70	70	35	25	
103	West End Institute	New Haven, Conn.	1870	Mrs. Sarah L. Cady	Cong.	1	9	90	90			
104	Bulkeley School	New London, Conn.	1873	Ely R. Hall	Non-sect	2	0	42	42	36	13	8
105	Adelphic Institute	New Milford, Conn.	1852	E. E. Clark	Non-sect	3	1	12	12	12	1	2
106	Warumung Academy	New Preston, Conn.	1882	Gould C. Whittlescy	Non-sect	2	25	14	11	25	2	0
107	Miss Baird's Institute for Young Ladies and Children	Norwalk, Conn.	1882	Miss N. F. Baird	P. E.	2	4					
108	Gildersleeve High School	Portland, Conn.	1881	William L. Somersot		1	32	15	17	19	2	2
109	Seabury Institute	Stamford, Conn.	1865	Rev. P. L. Shepard, A. M.	P. E.	3	3	48	48	10	8	4
110	Betts Military Academy	Stamford, Conn.	1893	James Betts	Non-sect	4	20	20	20		5	2
111	School for Boys	Stamford, Conn.	1854	H. U. King	P. E.	5	55	55	34	21	17	15
112	Select Boarding and Day School	Stamford, Conn.	1884	George B. Glandhine, A. M.	P. E.	3	25	25	25	10	4	2
113	The Gunnery	Washington, Conn.	1852	John C. Brinsmade	Non-sect	2	6	60	69	21	30	42
114	St. Margaret's Diocesan School for Girls	Waterbury, Conn.	1875	Rev. Francis T. Russell, M. A., rector	P. E.	3	11	120	120		16	3
115	Wilton Academy	Wilton, Conn.	1817	Edward Olmstead	Non-sect	1	20	14	6	20	10	1
116	Wilton Boarding Academy	Wilton, Conn.	1810	Augustus Whitlock	Non-sect	3	1	35	35	3		4
117	English and Classical School	Woodbury Locks, Conn.	1880	Rev. F. W. McKelvie Beach, A. M.	Cong.	1	1	13	7	6	0	3
118	Parker Academy	Woodbury, Conn.	1851	H. C. Tammage, A. M.	Cong.	1	1	69	34	26	35	13
119	Wilmington Conference Academy	Dover, Del.	1873	K. H. Skinner, A. M., and W. L. Gooding, A. M.	Meth.	4	4	175	100	75	50	12
120	St. John's School for Boys	Faulkland, Del.	1880	Rev. Frederick Thompson, M. A.	P. E.	4		35	35	15	5	16
121	Felton Seminary	Felton, Del.	1867	M. H. Bowman	Non-sect	1	1	38	20	13	37	1
122	Georgetown Academy	Georgetown, Del.	1812	McKendree Downham	Non-sect	1	1	53	28	31	59	8
123	Milford Select School	Milford, Del.	0	George Rugg	Non-sect	1	1	49	17	32	15	0
124	Milford Seminary	Milford, Del.	0	R. E. Maranville, A. M.	Non-sect	1	1	55	25	30	40	1
125	Academy of Newark	Newark, Del.	1769	Rev. J. L. Polk, Ph. D.	Non-sect	3	2	60	30	30	25	12
126	Friends' School	Wilmington, Del. (4th and West streets)	1748	Isaac T. Johnson, A. B.	Friends	2	2	135	75	60		2
127	Rugby Academy	Wilmington, Del.	1872	Dr. Samuel W. Murphy, A. M.		7	0	93	98	0	93	3
128	Daytona Institute	Daytona, Fla.	1880	Miss Lucy A. Cross	Non-sect		4	35	15	20	35	10
129	De Land Academy	De Land, Fla.	0	Rev. John H. Griffith, D. D.	Baptist	1	2	35	29	27	45	8
130	Cookman Institute	Jacksonville, Fla.	1874	Rev. Samuel B. Darrell, B. D.	M. E.	2	5	300	129	171	265	35
131	Florida Military Institute	Jacksonville, Fla.		Mal. George B. McGlellan	M. E.							0
132												1
133												6

* From Report of the Commissioner of Education for 1882-'83.

TABLE VI. — *Statistics of institutions for secondary instruction for 1883-'84, &c. — Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Total.	Male.	Female.	Number of students.									
											In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
Convent of Mary Immaculate.....	Key West, Fla.....	0	1868	Mother M. Felicitas, supe- rior.....	R. C.....	1	13	217	217	217	40	0	0	0	0	0	0			
Florida Institute.....	Live Oak, Fla.....	1876	1880	Rev. L. A. Fish.....	Baptist.....	3	3	124	56	68	0	0	0	0	0	0	0			
Santa Rosa Academy*.....	Milton, Fla.....	0	1876	W. J. Bowditch.....	Non-sect.....	3	3	50	15	35	0	0	0	0	0	0	0			
Christ Church School.....	Pensacola, Fla.....	1881	1886	M. M. G. Scott.....	P. E. sect.....	1	1	78	40	38	57	32	34	21	12	33	14			
Adairsville High School*.....	Adairsville, Ga.....	1881	1881	E. B. Earle, A. B.....	Non-sect.....	2	1	56	26	29	46	11	9	9	15	3	7			
Bartow Classical and Scientific Institute.....	Adairsville, Ga.....	1881	1881	Henry D. Capers, A. M.....	Non-sect.....	1	1	102	58	44	102	15	10	10	0	0	0			
Cedar Creek High School.....	Adairsville, Ga.....	1875	1880	G. W. Hendricks.....	Non-sect.....	1	5	60	21	39	55	22	6	50	10	2	0			
Albany Female Seminary.....	Albany, Ga.....	1881	1881	Mrs. Mary A. Thornbury.....	Non-sect.....	1	1	92	20	72	6	6	6	6	6	6	6			
Boys' High School*.....	Albany, Ga.....	1881	1881	Mrs. A. Sterne.....	Non-sect.....	1	1	47	20	27	28	7	5	18	3	0	0			
Sterns' Institute.....	Antioch, Ga.....	1885	1885	James P. Moody.....	Non-sect.....	1	1	6	75	75	75	10	25	0	0	0	0			
Mulberry Grove Academy*.....	Athens, Ga.....	1884	1884	Miss Caroline Sosnowski.....	Baptist.....	0	10	402	0	402	402	0	0	0	0	0	0			
Home School for Young Ladies.....	Atlanta, Ga.....	1879	1879	Sophia B. Packard and Hat- tie E. Giles.....	Baptist.....	4	4	145	145	0	100	60	100	0	0	0	0			
Atlanta Baptist Seminary.....	Atlanta, Ga.....	1882	1875	Rev. Joseph T. Robert, LL.D.....	Non-sect.....	3	10	160	160	0	0	0	0	0	0	0	0			
Atlanta Female Institute.....	Atlanta, Ga.....	1883	1886	Mrs. Josephine W. Ballard.....	Cong.....	0	7	325	100	225	325	0	0	0	0	0	0			
Storr's School.....	Atlanta, Ga.....	1883	1883	W. W. Leland.....	Non-sect.....	1	2	130	90	40	30	0	0	0	0	0	0			
West End Academy.....	Atlanta, Ga. (West End).....	1872	1883	R. W. Smallwood.....	Non-sect.....	43	3	84	34	50	0	0	0	0	0	0	0			
Bainbridge Academy.....	Bainbridge, Ga.....	1876	1876	Charles E. Lambdin, A. M.....	Non-sect.....	3	3	247	144	103	190	57	5	12	3	3	0			
Barnesville Academy.....	Barnesville, Ga.....	1876	1876	James R. Glenn, A. M.....	Non-sect.....	1	0	50	26	24	50	4	0	2	1	0	0			
Bartow Iron Works, Ga.....	Bartow Iron Works, Ga.....	1840	1840	J. S. McDowell.....	Presb.....	1	1	33	18	15	19	10	5	4	3	1	0			
Union Academy*.....	Bellevue, Ga.....	1877	1877	J. S. McDowell.....	Non-sect.....	1	1	18	13	5	18	0	0	0	0	0	0			
Jackson Academy*.....	Bellevue, Ga.....	0	1877	J. E. McDonald.....	Non-sect.....	1	1	18	13	5	18	0	0	0	0	0	0			
Bond's Academy.....	Bond's Mill, Ga.....	0	1877	J. E. McDonald.....	Non-sect.....	1	1	18	13	5	18	0	0	0	0	0	0			

154	Boston Academy	Boston, Ga.	1881	1882	William B. Fambrough, A. M.	Non-sect	2	1	71	43	28	62	9	0	3	0	0	0
155	Braswell High School.	Braswell, Ga.	1882	1883	J. E. Daycutt	Non-sect	2	1	33	18	20	---	---	---	---	---	---	---
156	Burford Academy	Burford, Ga.	1875	1876	W. R. Pool	Non-sect	1	1	55	31	24	---	---	---	---	---	---	---
157	Butler Female College and Male Institute.	Butler, Ga.	1875	1876	Rev. J. J. Methvin, A. M.	Non-sect	2	3	120	73	47	41	79	10	---	---	---	---
158	Calhoun Academy*	Calhoun, Ga.	1850	1850	Rev. J. B. Hillhouse	Non-sect	2	1	61	23	28	61	12	3	---	---	---	---
159	Calvary High School.	Calvary, Ga.	1850	1851	Robert H. Harris	Non-sect	4	1	91	50	40	---	---	---	---	---	---	---
160	Camak Academy	Camak, Ga.	1882	1883	C. F. Lowe	Meth	3	1	82	35	27	62	40	10	---	---	---	---
161	Camilla Academy	Camilla, Ga.	1882	1883	J. F. Scalf	Meth	6	3	81	40	41	---	---	---	---	---	---	---
162	Cherokee High School.	Canon, Ga.	1872	1873	Miss Diana Duval	Non-sect	1	2	110	45	63	---	---	---	---	---	---	---
163	Carroll Masonic Institute.	Carrollton, Ga.	1881	1882	H. C. Brown	Meth	4	2	33	23	15	---	---	---	---	---	---	---
164	Carsonville Academy*	Carsonville, Ga.	1898	1898	Miss Annie Mangham	M. E	1	2	22	18	4	22	2	0	0	0	0	0
165	The African Methodist Episcopal High School.	Cartersville, Ga.	1870	1870	L. Emory Hall	M. E	1	2	104	37	67	---	---	---	---	---	---	---
166	Cartersville High School.	Cartersville, Ga.	0	1871	Theodore M. Smith	Non-sect	1	2	157	76	81	---	---	---	---	---	---	---
167	Cartersville Seminary	Cartersville, Ga.	105	1872	Mrs. S. F. Brum	Non-sect	1	4	100	40	60	30	79	12	15	3	0	0
168	Douglas Street School	Cartersville, Ga.	1882	1883	Mathew Marshall	Non-sect	1	1	105	68	37	---	---	---	---	---	---	---
169	Cave Spring Female Seminary of Hearn School.*	Cave Spring, Ga.	1852	1852	Mrs. Urdine B. Lane	Baptist	2	3	64	2	62	34	4	7	3	---	---	---
170	Cherokee Wesleyan Institute.	Cave Spring, Ga.	1854	1855	J. S. Stewart, Jr.	Meth	1	2	60	31	29	38	22	2	22	0	9	0
171	Hearn Manual Labor School*.	Cave Spring, Ga.	1838	1838	J. H. Foster, Jr.	Baptist	2	2	48	48	---	---	---	---	---	---	---	---
172	Cedarstown Male and Female Academy	Cedarstown, Ga.	1877	1877	James C. Harris	Presb.	1	2	120	46	74	96	24	0	6	2	3	1
173	Cochran Academy	Cochran, Ga.	1862	1862	R. C. Sanders	R. C	1	5	95	35	60	---	---	---	---	---	---	---
174	St. Joseph's Academy*	Columbus, Ga.	1866	1866	Mother M. Bonaventure	Non-sect	1	4	48	48	---	---	---	---	---	---	---	---
175	State School for Boys	Columbus, Ga.	1867	1867	James J. Shade	Non-sect	1	2	18	30	---	---	---	---	---	---	---	---
176	Concord Academy	Concord, Ga.	1867	1867	J. B. Matthews	Non-sect	2	98	51	44	92	6	2	0	0	0	0	0
177	Conyers Male and Female Academy.	Conyers, Ga.	1860	1860	Gwynn and O'Kelley	Non-sect	63	124	89	45	---	---	---	---	---	---	---	---
178	Oakland Seminary	Conyers, Ga.	1860	1860	Prof. A. F. Moon, G. R. Moor, and Miss Alice Lauson	Non-sect	2	2	120	50	70	120	---	---	---	---	---	---
179	Corinth High School.	Corinth, Ga.	1858	1858	C. C. Nall	Non-sect	1	1	58	32	26	---	---	---	---	---	---	---
180	Crawford Academy	Crawford, Ga.	1868	1868	John F. Cheney	Non-sect	1	1	94	28	36	54	6	7	---	---	---	---
181	Crawfordville Academy	Crawfordville, Ga.	1820	1820	T. H. Yarborough	Non-sect	1	1	57	28	29	50	7	---	---	---	---	---
182	Culloden High School	Culloden, Ga.	1847	1847	R. J. Strozier	Non-sect	1	2	38	32	36	38	17	0	2	0	0	0
183	Cusseta Academy	Cusseta, Ga.	1850	1856	W. E. Murphy	Non-sect	1	2	102	48	54	90	13	1	7	3	3	1
184	Howard Normal Institute*	Cuthbert, Ga.	1870	1870	F. H. Henderson	Non-sect	2	182	76	56	129	3	16	---	---	---	---	---
185	Crawford High School	Dalton, Ga.	1873	1873	J. S. Hill	Baptist	3	1	90	90	---	---	---	---	---	---	---	---
186	Delhi High School	Dalton, Ga.	0	1870	William P. Bradford	Non-sect	1	25	17	8	25	3	0	1	2	1	1	1
187	Danielsville High School	Danielsville, Ga.	1825	1825	H. L. Brock	Non-sect	1	39	25	14	---	---	---	---	---	---	---	---
188	Decatur High School*	Decatur, Ga.	1838	1838	B. S. Crane	Non-sect	2	1	90	55	35	23	14	4	1	0	0	0
189	Farmersville Academy	Dirt Town, Ga.	0	1856	W. J. Doster	Non-sect	2	74	40	37	24	18	7	8	5	3	---	---
190	Duluth Academy*	Duluth, Ga.	1877	1877	T. B. Slade	Non-sect	1	1	49	25	24	49	---	---	---	---	---	---
191	Eastman High School*	Eastman, Ga.	1877	1877	John B. Johnson	Non-sect	1	1	76	34	42	76	14	0	9	0	0	0
192	Eastman Female Collegiate Institute.	Elberton, Ga.	1853	1854	William J. Noyes	Non-sect	1	1	60	---	---	---	---	---	---	---	---	---
193	Elberton Military Academy	Elberton, Ga.	1869	1869	P. E. Davant	Non-sect	2	60	60	---	---	---	---	---	---	---	---	---
194	Moss Hill Academy	Ellaville, Ga.	1874	1874	J. M. Collum	Non-sect	1	56	22	34	56	---	---	---	---	---	---	---
195	Ellis Seminary	Ellis, Ga.	0	1874	Rev. R. H. Robb	M. E	2	1	87	47	47	---	---	---	---	---	---	---

^a Sex not reported.

* From Report of the Commissioner of Education for 1882-'83.

[illegible]

*From Report of the Commissioner of Education for 1882-'83.

a Sex not reported.

287	Roswell Academy	Roswell, Ga.	1840	J. M. Attaway	3	1	75	25	40	60	15	5	0
288	Rutledge High School	Rutledge, Ga.	1872	George W. Holmes	Non-sect	1	64	26	28	29	13	4	3
289	Beach Institute	Savannah, Ga.	1866	E. H. Wright, A. M.	Cong	1	236	120	170	190	6	27	1
290	Georgia Military Academy	Savannah, Ga.	1883	Benedict J. Burgess	Non-sect	7	130	130	130	130	98	27	0
291	Excelsior High School	Senola, Ga.	0	R. F. Glover	Non-sect	1	2	37	38	54	13	0	3
292	Senola High School	Senola, Ga.	0	T. E. Atkinson	Non-sect	2	37	26	31	34	3	0	0
293	Sharpsburg Academy	Sharpsburg, Ga.	0	V. A. Han	Non-sect	2	82	45	37	37	82	37	0
294	N. E. Ware's Business and Literary Institute	Sharon, Ga.	0	N. E. Ware	Non-sect	1	55	36	25	55	15	6	0
295	Smyrna High School	Smyrna, Ga.	0	W. G. Walker	Non-sect	1	0	62	35	27	62	0	62
296	Oak Grove Male and Female Academy	Social Circle, Ga.	0	Rev. D. F. C. Timmons	M. E. So.	1	1	93	51	42	27	12	12
297	emv.												
298	Sparta Male and Female Academy	Sparta, Ga.	0	D. O. Abbott	Non-sect	1	2	75	40	35	60	12	6
299	Spring Place High School	Spring Place, Ga.	0	A. B. Smith	Non-sect	1	1	100	60	40	80	10	5
300	Stilesboro' Institute	Stilesboro', Ga.	1856	J. F. Marsh	Non-sect	2	46	26	20	20	3	8	3
301	Stone Mountain High School	Stone Mountain, Ga.	0	Miss Z. S. Wells	Non-sect	2	68	35	33	68	75	20	5
302	Sugar Valley High School	Sugar Valley, Ga.	0	W. M. James	Non-sect	1	150	84	66	75	50	50	18
303	Sumach Seminary	Sumach, Ga.	1878	E. I. F. Cheyne, A. M.	Union	3	0	150	100	150	50	5	1
304	Sylvania Academy	Sylvania, Ga.	1889	Thomas M. Hazlehurst	Union	2	65	33	32	35	35	2	1
305	Collinsworth Institute	Talbotton, Ga.	1837	Rev. John T. McLaughlin, A. M.	Meth	1	55	35	15	40	10	2	1
306	Le Vert College	Talbotton, Ga.	1856	Rev. J. A. Frey	Non-sect	1	5	148	79	69	00	25	0
307	Society Hill Academy	Taylor, Ga.	1879	Miss Ellen Vinson	M. E.	1	60	36	24	60	2	3	1
308	Tennille High School	Tennille, Ga.	1876	T. J. Beck	Baptist	1	2	83	50	33	71	12	8
309	R. E. Lee Institute	Thomaston, Ga.	1876	George A. Harrison	Baptist	1	3	196	85	111	196	50	4
310	Augusta District High School	Thomaston, Ga.	1883	A. W. Smith, A. B.	Meth	1	0	41	14	27	41	6	0
311	Thomson Select School	Thomson, Ga.	0	J. E. Gross	Meth	1	0	41	14	27	41	6	0
312	Union Point High School	Union Point, Ga.	0	R. B. Smith	Non-sect	1	68	38	30	68	5	0	0
313	Valdosta Collegiate and Normal Institute	Valdosta, Ga.	0	James R. Anthony, A. M.	Non-sect	2	5	200					
314	Walton Academy	Waltonville, Ga.	1823	Miss Minna Montgomery	Non-sect	1	15	9	6	15	0	6	3
315	Warrenton Academy	Warrenton, Ga.	1829	R. Neely and A. F. Ware	Non-sect	2	105	55	50	47	30	40	15
316	Washington Female Seminary	Washington, Ga.	1800	Mrs. J. I. Inghram	Non-sect	1	3	65	65	50	10	2	4
317	Whigham Academy	Washington, Ga.	1783	E. H. Callaway	Non-sect	2	45	45	45	45	10	6	3
318	Dawson Institute	Whigham, Ga.	1833	O. O. Latimer	Non-sect	2	43	23	20	43	23	20	43
319	Whitesburg Academy	White Plains, Ga.	1833	J. M. Howell	Non-sect	1	2	86	38	43	60	10	1
320	High School	Whitesburg, Ga.	1873	Rev. B. P. Allen	Non-sect	2	1	90	46	44	80	10	1
321	Woodville High School	White Sulphur Springs, Ga.	0	W. L. Tuggle	Non-sect	2	60	32	28	60	32	28	60
322	Wrightsville High School	Woodville, Ga.	0	J. E. White	Non-sect	2	52	21	31	52	21	31	52
323	Excelsior Academy	Wrightsville, Ga.	0	John N. Brooks	Non-sect	1	1	88	44	44	88	6	0
324	Geosman Evangelical Lutheran School	Zachton, Ga.	1849	Rev. T. J. Grosse	Ev. Luth	2	1	99	40	50	45	15	30
325	Aledo Academy	Addicks, Ill.	1849	Rev. T. J. Grosse	Ev. Luth	2	1	72	91	81	130	172	5
326	Jennings Seminary and Aurora Normal School	Aledo, Ill.	1874	J. R. Wylie, A. M.	Non-sect	1	1	75	35	40	58	10	7
327	Institute of the Immaculate Conception	Aurora, Ill.	1855	Rev. John B. Robinson, D. D., Ph. D.	M. E.	6	4	362	163	193	315	31	16
328	Bunker Hill Academy	Bellefonte, Ill.	1800	Sister Mary Jerome	R. C.	17	710	285	425	710			
329	St. Joseph's Female Academy	Bunker Hill, Ill.	1857	Samuel L. Sliver	Non-sect	1	45	25	20	37	1	7	1
330	Report of the Commissioner of Education for 1882-83.	Cairo, Ill.	1864	Sister Simplicita, superior	R. C.	10	125	125	125	125			

a Sex not reported.

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.																	
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18								
330	Ascension School*																								
331	Chicago Ladies' Seminary*		0	Miss Mary J. Holmes.....	P. E.....	4	5	76	35	41	76	5	13	2											
332	Convent of the Immaculate Conception.			Miss Charlotte A. Gregg....	Non-sect	2	10	80		80		19	23												
333	Dearborn Seminary.....			Sister M. Beata.....	R. C.....		3	100	50	50															
334	German-American Academy of Chicago.		1857	Zuinglius Grover, A. M.....	Non-sect	1	10	130		130		20	60												
335	German High School.....		1882	Prof. Robert Haentze.....		7	2	80	50	30	80	14	80	5	2	1	1								
336	German Institute.....			J. C. Stoelke.....	Non-sect	2	1	160	95	65															
337	Girls' Higher School.....			Rebecca S. Rice.....	Non-sect	2	9	80	6	74	20	80				2									
338	Misses Grant's Seminary.....			Elizabeth Grant and Barbara Grant, A. B.		8	13	174	13	161															
339	Heimstreet's Classical Institute..			C. Heimstreet.....		7	3	91	37	54	46	47		6	4	3	5								
340	Kirkland School.....			Miss Elizabeth S. Kirkland.	Non-sect	3	9	237	61	176															
341	Mrs. Loring's School for Young Ladies and Children.*		1881	Mrs. Stella Dyer Loring.....	P. E.....	2	12	160		160	150	10	30			1									
342	Lutheran Immanuel School.....		1855	II. G. L. Paul.....	Ev. Luth	6	1	650	329	321						4									
343	Park Institute.....		1872	Mrs. Alice E. Bates.....	Non-sect	6	12	211	5	206	211	73	57	5		2									

TABLE VI.—*Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Number of students.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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384 St. Ignatius Academy.....	La Fayette, Ind.....

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

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466	Academy	Jackson, Ky.	1848	Dr. M. L. Bourne.	Non-sect	1	2	65	50	15	60	10	0	0	0
467	Franklin Institute*	Lancaster, Ky.	1848	J. R. Blair	Non-sect	1	1	70	70						
468	Garland Female College	Lancaster, Ky.	1840	William Mueller	Non-sect	2	2	83	54	32	86				
469	Lancaster Male Academy	Louisville, Ky.	1866	L. D. Hampton, president	Non-sect	2	14	200	0	200					
470	German and English School	Louisville, Ky.	1880	Miss Belle S. Peers	P. E.	2	9	140		140					
471	Hampton College	Louisville, Ky.	1882	Thomas D. Davidson, rt. d.	Non-sect	1	2	43	0	43					
472	The Kentucky Home School*	Louisville, Ky.	0	William K. and Allan L. McDonald.	Non-sect	1	2	43	0	43					
473	Louisville Collegiate Institute*	Louisville, Ky.	1881	Rev. William J. Simmons, D. D., president.	Non-sect	7	1	107	107	0					
474	Louisville Rargy School	Louisville, Ky.	1876	J. J. Nail	Non-sect	3	6	205	88	117	187	18			
475	State University	Louisville, Ky.	1865	James M. Quinn	Baptist	2	1	135	70	65	120	10	1	3	3
476	Marion Academy*	Marion, Ky.	1867	Miss Jane R. Parke	Non-sect	2	3	161	81	80	75	15	40	5	0
477	Mayfield Seminary*	Mayfield, Ky.	1877	O. N. Weaver	Non-sect	2	4	75	75	6	20	0	0	0	0
478	Mayfield Female Institute	Mayfield, Ky.	0	Thomas Posey	Baptist	2	3	82	43	39	35	7	12	10	5
479	Minerva Male and Female College	Morganfield, Ky.	1856	Benjamin P. Hill	Non-sect	1	2	82	43	39	35	7	12	10	5
480	Union Academy	Morganfield, Ky.	1832	A. N. Gordon	Non-sect	1	3	70	41	29	70	15	7	3	0
481	Henry Male and Female College*	New Castle, Ky.	1851	D. B. Estes	Non-sect	2	2	115	55	60	115	20	4	0	0
482	Bethel Academy	Nicholasville, Ky.	1798	T. C. Curran	Non-sect	2	0	41	41	41	20	0	20	20	2
483	Browder Institute	Olmstead, Ky.	1868	J. T. Norton, president	Non-sect	1	2	70	34	36					
484	Bath Seminary	Owingsville, Ky.	1849	Charles E. Young	Non-sect	3	2	90	51	39	44	3	20	9	7
485	University of Paducah	Paducah, Ky.	1881	W. H. Lockhart	Non-sect	2	3	60	60	10	10				
486	Garth Female Institute	Paris, Ky.	1875		Non-sect	2	3	60	60	10	10				
487	Lockhart's (W. H.) Classical Institute*	Paris, Ky.	1870		Non-sect	1	35	35		30	20	15	4	2	5
488	Prestonburgh Seminary	Prestonburgh, Ky.	0	G. M. F. Hampton	M. E. So.	1	3	135	73	62	125	10	0		0
489	Princeton Collegiate Institute	Princeton, Ky.	1832	Rev. Heman H. Allen, D. D.	Presb.	2	6	118	52	67	118	22	5		1
490	Madison Female Institute	Richmond, Ky.	1856	Charles F. Williamson, A. M., president.	Christ'n	5	9	130	31	143					
491	Miss Sevier's School*	Russellville, Ky.	1864	Miss Elizabeth Sevier	P. E.	1	30		30						
492	Sharpsburg Male and Female Academy.	Sharpsburg, Ky.	1845	Mrs. Fannie E. Talbot	Presb.	4	130	73	57						
493	Select School	Shelbyville, Ky.	1875	Professors Lampton and Harwood.											
494	Fair View Male and Female Seminary.	Simpsonville, Ky.	1879	Rev. H. F. Jordan.	Baptist	2	2	50	25	25	40	10		4	
495	West Kentucky Classical and Normal College.	South Carrollton, Ky.	1873	Wayland Alexander, pres't.	Non-sect	10	2	230	153	127	218	19	17	60	110
496	Academy of St. Catharine of Siena.	Springfield, Ky.	1840	Mother Regina O'Meara, O. S. D., prioress.	R. C.	0	18	70	0	70					
497	Winchester Male and Female High School.	Winchester, Ky.	1877	Rev. Daniel R. Ewing, A. M., D. D.	Non-sect	2	2	95	55	40	95	50	20	15	
498	Baldwin Seminary	Baldwin, La.	1832	Rev. W. S. Fitch, M. A.	M. E.	1	1	50	35	15	42	7		5	
499	Readville Seminary	Baton Rouge, La.	1859	Mrs. Mary W. Read	M. E.	(5)	30	0	30	30	8	15		30	0
500	Conshatula Male and Female Institute.	Coushatta, La.	1860	Jean Vano	Non-sect	1	1	69	38	31	63	0	0	3	2
501	Milwood Female Institute*	Jackson, La.	1866	Miss M. B. McGaltom	Non-sect	0	4	50	7	43	50	2	3		
502	La Teche Seminary	La Teche, La. (Baldwin P. O.)	1875	Rev. W. D. Goltman, D. D.	M. E.	3	2	217	115	102				1	
503	St. Hyacinth's Academy	Munroe, La. (Ouachita Parish).	1866	Sister Scraphina, superior	R. C.	3	5	75	27	43	36	12	14		

 α Average attendance for academic term.

* From Report of the Commissioner of Education for 1882-'83.

TABLE VI. — *Statistics of institutions for secondary instruction for 1883-'84, &c. — Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
504 Academy for Young Ladies	New Orleans, La. (370 Da- roune street).	1870	1882	Mrs. Alice L. Lusher.....	Non-sect	1	2	40	40	40	1	2	0	0	0	0	0
505 Evangelical Lutheran Progym- nasium.....	New Orleans, La. (115 Terp- sichons street).	0	1866	Rev. Albert F. Hoppe.....	Ev. Luth	1	1	10	10	10	8	10	6	2	2	2	2
506 Mt. Carmel Convent.....	New Orleans, La.	1839	1836	Sister St. Teresa.....	R. C.	11	130	130	130	130	130	130	130	130	130	130	130
507 Peabody High School for Young Ladies.....	New Orleans, La. (204 St. Andrew street).	1872	1872	Mrs. K. R. Shaw.....	R. C.	7	50	50	50	50	50	50	50	50	50	50	50
508 St. Isidore's College.....	New Orleans, La. (3d dis- trict).	.....	1879	Rev. J. M. Scherer, c. s. c.....	R. C.	7	50	50	50	50	50	50	50	50	50	50	50
509 St. James Academy and Industrial Seminary.....	New Orleans, La. (35 Der- migny street).	.....	1880	Rev. A. M. Green.....	A. M. E.	1	2	82	35	47	82	82	82	82	82	82	82
510 St. Katharine's Hall	New Orleans, La. (234 Jackson street).	.....	.....	Mrs. F. D. Blake.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
511 St. Mary's Academy*	New Orleans, La. (Orleans street).	.....	.....	Rev. Mother Magdalen.....	R. C.	7	154	154	154	154	154	154	154	154	154	154	154
512 St. Mary's College	New Orleans, La. (Corner Poydras and Constan- cy streets).	1832	1850	Brother Oliver, president.....	R. C.	12	0	225	225	0	225	20	80	60	15	50	50
513 Southern Academic and Kinder- garten Institute.....	New Orleans, La.	.....	1880	Mrs. J. E. Seamen.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
514 Somerset Academy	Athens, Mo.....	1846	1846	A. E. Austin, A. B.....	Non-sect	1	2	68	28	40	60	8	0	4	0	0	6
515 Gould Academy	Bellevue, Mo.....	1836	1836	Henry W. Johnson, A. B.....	Non-sect	1	2	104	54	50	96	6	6	6	1	1	1
516 East Maine Conference Seminary.....	Beckspott, Mo.....	1850	1851	Henry F. Chase, A. M.....	M. E.	4	4	292	175	117	60	12	27	27	27	27	27
517 Corinna Union Academy	Corinna, Mo.....	1851	1851	J. C. Pusey.....	Non-sect	2	1	65	50	43	60	10	12	6	4	4	4
518 Groely Institute.....	Cumberland Centre, Mo ..	1839	1863	F. E. Parlin.....	Non-sect	2	1	65	50	33	58	7	7	7	7	7	7

		1831	1832	Rev. James P. Weston, D. D.	Univ	4	3	149	70	70	15	12	15	2	1
519	Westbrook Seminary and Female College.	Deering, Me. (Stevens' Plains post office).	1831	Rev. James P. Weston, D. D.	Univ	4	3	149	70	70	15	12	15	2	1
520	Abbott Family School for Boys at Mt. Little Blue.	Farmington, Me.	1870	Alexander H. Abbott, A. M.	Non-sect	4	1	25	25	10	15	12	15	2	1
521	Foxcroft Academy.	Foxcroft, Me.	1823	Frank Rollins	Non-sect	2	1	138	68	70	5	3	1	0	1
522	Freedom Academy.	Freedom, Me.	1836	O. H. Ke. b. secretary	Non-sect	1	1	55	25	30	49	15	5	10	0
523	Hamden Academy.	Hamden, Me.	1803	A. M. Burton, A. M.	Non-sect	1	1	75	30	45	75	16	8	0	1
524	Hartland Academy.	Hartland, Me.	1832	James Bradbury, chairman	Non-sect	1	1	75	30	45	75	16	8	0	1
525	Maine Wesleyan Seminary and Female College.*	Kent's Hill, Me.	1821	Rev. Edgar M. Smith, M. A.	M. E.	8	4	234	154	113	49	159	50	5	2
526	Lee Normal Academy.	Lee, Me.	1845	Leander H. Monilton	Non-sect	2	1	90	40	50	0	0	0	0	0
527	Limington Academy.	Limington, Me.	1848	William G. Lord, A. M.	Cong.	1	1	70	40	50	20	5	0	2	2
528	Mattawonock Academy.	Lincoln, Me.	1846	A. E. Whitten, A. B.	Non-sect	1	2	85	40	41	80	12	2	0	2
529	Litchfield Academy.	Litchfield Corners, Me.	1847	Herbert L. Taylor	Cong.	1	1	21	20	11	27	4	2	0	0
530	Lincoln Academy.	New Castle, Me.	1801	Henry K. White	Non-sect	1	2	35	49	45	33	13	12	4	1
531	Norridgewock English and Classical Institute.	Norridgewock, Me.	1856	Albert B. Allen	Non-sect	2	2	125	150	175	65	40	10	2	2
532	Mrs. Caswell's School.	Portland, Me.	1882	Mrs. Mary S. Caswell	Non-sect	2	5	74	0	74	(55)	29	2	1	0
533	Miss Sargent's Boarding and Day School.*	Portland, Me. (148 Spring street).	1876	Miss Ella S. Sargent	Non-sect	2	8	95	25	70	50	10	49	0	0
534	Berwick Academy.	South Berwick, Me.	1791	Albert Lomes	Non-sect	1	1	63	33	27	35	19	19	4	4
535	Franklin Family School.	Topsfield, Me.	1872	D. L. Smith	Non-sect	2	2	23	16	7	13	5	5	2	2
536	Oak Grove Seminary.	Vassalboro', Me.	1857	Charles H. Jones	Friends.	2	2								
537	Eutaw Place School.	Baltimore, Md. (438 Eutaw place).	1857	Mrs. Singleton	Non-sect	2	2								
538	F. Knapp's Institute.	Baltimore, Md. (29 31 and 33 N. Holiday street).	1864	Frederick Knapp	Non-sect	8	4	275	200	75	275			80	80
539	Franklin Square Academy.*	Baltimore, Md.	1879	Miss Tealie Gillman	Non-sect	0	3	40	16	34	40				
540	Mt. Royal Institute.	Baltimore, Md. (42 First street).	1880	Mrs. John R. McDonald and Miss Nellie R. Nowlin.	Non-sect	6	20	20	20	18					
541	Mt. Vernon Institute.	Baltimore, Md. (46 Mt. Vernon place).	1859	Miss Nellie R. Nowlin.	P. E.	8	5	79	79						
542	Newton Academy.	Baltimore, Md. (798 W. Baltimore street).	1844	Mrs. Mary J. Jones and Mrs. B. Marland.	Non-sect	2	20	39	30	2	10				
543	Oxford School for Boys.	Baltimore, Md. (AlfMcMason street, near Madison street).	1873	William Carmichael Hynds, A. M.	Non-sect	2	25	25	10	13	5	5	2	1	1
544	Pen Inay Select School for Boys and Girls.	Baltimore, Md. (cor. North and Maryland avenues).		Miss Amy E. Johnston.	Non-sect	3	14	14	0						
545	The Misses Reinhardt's School.*	Baltimore, Md. (219 Hamilton Terrace).		Misses Reinhardt.	Non-sect	1	9	140	140						
546	Roland Academy.	Baltimore, Md. (253 Hoffman street).	1872	Miss Rebecca McConkey	Non-sect	3	4	60	60	30	55				
547	St. Joseph's Academy (Calvert Hall).	Baltimore, Md. (79 Saratoga street).	1842	Rev. Bro. Abraham	R. C.	9	230	239	45	20	10				
548	School for Boys.	Baltimore, Md. (Garden street, near Biddle street).	1864	George G. Carey, A. M.	P. E.	5	70	70			63	21		3	3
549	School for Girls.	Baltimore, Md. (71 Bolton street).	1879	Miss F. Graffin	P. E.	3	32	14	18	32					

* From Report of the Commissioner of Education for 1882-'83.
 a No instructors or students for 1883-'84.
 b Seminary buildings, library, &c., destroyed by fire in the spring of 1883 and school suspended for a year.

TABLE VI.—*Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered scientific school since last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
601 Home School for Young Ladies	Everett, Mass.	1874	1874	Mrs. A. P. Potter	Baptist	1	6	25		25	9	16	7	7					
602 Lawrence Academy and High School.	Palmouth, Mass.	1833	1834	S. A. Holten	Non-sect	1	1	47	24	23	47	15	6	4	1	0	0		
603 Dean Academy	Franklin, Mass.	1865	1866	Lester L. Burdington, A. M.	Univ.	4	6	123	54	69	91	32	13	12	9	4	3		
604 Mt. Gardner Seminary	Gardner, Mass.	1883	1883	Mrs. Aurelia Burdge	Non-sect	3	3	10		10									
605 Sedgwick Institute	Great Barrington, Mass.	1855	1855	Rev. H. J. Van Lennep, D. D., and E. J. Van Lennep, A. B.	Cong.	3	3	22	22				10	6					
606 Prospect Hill School for Young Women.	Greenfield, Mass.	1868	1869	Rev. James Challis Parsons	Non-sect	2	6	49		40				2					
607 Hanover Academy	Hanover, Mass.	1862	1862	Frank W. Brett	Non-sect	1	0	34	16	18	1	33	6	0	0	0	1		
608 Bromfield School	Harvard, Mass.	1875	1877	Selah Howell, A. M.	Non-sect	2	3	43	17	27		6	35	6	4	3	3		
609 Derby Academy	Hingham, Mass.	1797	1783	James E. Thomas, A. B.	Non-sect	2	2	60	22	38	6	54		2	0	0	0		
610 Manning High School.	Ipswich, Mass.																		
611 The Misses Hill's Boarding and Day School.	Lowell, Mass. (126 Worcester street).	0	1866	Lucy A. Hill	P. E.		5	40	7	33	40		15	0	1	0	0		
612 St. Patrick's Female Academy	Lowell, Mass.	1852	1852	Sister Agnes Aloystia	R. C.		10	120		120	120								
613 Labor Academy	Marion, Mass.	0	1877	C. P. Howland	Non-sect	2	0	28	14	14	5			3	0	0	0		
614 Barstow School	Mattapoisett, Mass.	1870	1870	Miss Annie H. Delano	Non-sect		1	42	13	29	42			0	0	0	2		
615 Eaton Family School	Middleborough, Mass.			Annes H. Eaton	Non-sect	1	1	48	36	12	44	4	6	4	2	1	0		
616 Admiral Sir Isaac Coffin's Lancasterian School.	Nantucket, Mass.	1827	1827	E. B. Fox	Non-sect	1	3	80	40	40	50	30	30	0	0	0	1		
617 Friends' Academy	New Bedford, Mass.	1812	1812	Andrew Ingraham	Non-sect	3	4												
618 Consolidated High and Putnam Schools.	Newburyport, Mass.	1838	1843, 1848	George E. Gay		3	4	280	115	165	200	80	100	20	10	1	1		
619 New Salem Academy*	New Salem, Mass.	1795	1795	Virgil M. Howard	Non-sect	1	1	22	6	16	16	7	4	3	1	0	0		

620	Diet School.	Newton, Mass. (Nowan- tun).	1883	1881	Non-sect	1	7	60	60	0	0	0	0	0
621	Mt. Hermon School for Boys.	Northfield, Mass.	1880	1879	Non-sect	9	165	105	60	0	0	0	0	0
622	Northfield Seminary.	Northfield, Mass.	1871	1874	Non-sect	1	41	17	27	24	5	1	1	1
623	Savin Academy and Dowse High School.	Sherborn, Mass.	1882	1882	Non-sect	1	3	100	70	50	10	40	4	4
624	South Lancaster Academy.	South Lancaster, Mass.	1865	1865	Non-sect	7	3	70	70	50	10	40	4	4
625	The Elms, Family and Day School for Girls.	Springfield, Mass. (41 High street).	1880	1880	New Ch.	2	4	62	30	32	9	5	1	1
626	Walham New Church School.	Walham, Mass.	1882	1882	Univ	0	3	10	3	7	9	1	0	61
627	Horne School.	Wellesley Hills, Mass.	1824	1824	M. E.	9	5	406	245	161	215	150	35	40
628	Wesleyan Academy.	Wilbraham, Mass.	1876	1876	Frances A. and Maria F. Snyder.	4	4	29	11	13	1	20	15	9
629	Glen Seminary.	Williamstown, Mass.	1836	1836	Non-sect	7	55	55	50	5	2	2	2	2
630	Highland Military Academy.	Worcester, Mass.	1873	1873	Non-sect	3	5	25	0	25	24	25	0	0
631	Miss Williams' School*.	Worcester, Mass. (25 Chat- ham street).	1851	1851	Friends.	2	2	81	45	36	75	6	2	0
632	Raisin Valley Seminary.	Adrian, Mich.	1877	1877	R. C.	10	217	217	71	146	50	36	15	14
633	Ashland High School.	Ashland, Mich.	1859	1859	Non-sect	9	14	461	40	421	273	25	50	3
634	Detroit College.	Detroit, Mich.	1882	1882	R. C.	61	61	61	61	61	61	61	61	61
635	Detroit Female Seminary.	Detroit, Mich.	1861	1861	Non-sect	2	5	185	185	185	185	185	185	185
636	Pelican Sisters' Seminary.	Detroit, Mich. (251-263 La- fayette street).	1879	1879	R. C.	9	8	589	302	387	589	589	589	589
637	German-American Seminary.	Detroit, Mich.	1864	1864	Baptist	2	5	75	39	36	71	5	0	5
638	St. Joseph's School.	East Saginaw, Mich.	1874	1874	Non-sect	1	2	45	45	45	45	3	8	8
639	St. Mary's Academy.	Fentonville, Mich.	1869	1869	R. C.	10	230	80	150	230	230	230	230	230
640	The Misses Bacon's School for Young Ladies and Children.	Grand Rapids, Mich.	1845	1845	R. C.	8	70	30	40	20	0	9	3	3
641	St. Joseph's Academy.	Marquette, Mich.	1884	1884	R. C.	8	70	30	40	20	0	9	3	3
642	St. Mary's Academy.	Monroe, Mich.	1880	1880	R. C.	2	6	42	2	40	40	40	40	40
643	Oakdale School.	Owosso, Mich.	1879	1879	Non-sect	2	6	42	2	40	40	40	40	40
644	Academy of the Sacred Heart.	Port Huron, Mich.	1874	1874	R. C.	2	6	42	2	40	40	40	40	40
645	St. Andrew's Academy.	Saginaw, Mich.	1874	1874	R. C.	2	6	42	2	40	40	40	40	40
646	Somersville School.	St. Clair, Mich.	1874	1874	R. C.	2	6	42	2	40	40	40	40	40
647	M. V. Ronk's School.	Sherwood, Mich.	1874	1874	R. C.	2	6	42	2	40	40	40	40	40
648	Spring Arbor Seminary.	Spring Arbor, Mich.	1865	1865	Fr. Meth	2	3	141	70	71	14	5	10	20
649	Libanon Academy and Parish School.	Fairbault, Minn.	1865	1865	R. C.	9	230	100	130	215	10	5	5	5
650	Shutbuck School.	Fairbault, Minn.	1869	1869	P. E.	10	1	165	165	151	14	45	12	1
651	St. Boniface Academy*.	Hastings, Minn.	1871	1871	R. C.	4	80	80	80	80	29	30	30	30
652	St. Mary's School.	Hokah, Minn.	1868	1868	R. C.	3	50	50	50	50	50	50	50	50
653	St. Mary's School.	Hokah, Minn.	1868	1868	R. C.	3	50	50	50	50	50	50	50	50
654	Judson Female Institute.	Minneapolis, Minn.	1879	1879	Baptist	0	6	61	0	61	61	0	15	0
655	Minneapolis Academy.	Minneapolis, Minn. (1313 4th street).	1879	1879	Non-sect	3	3	170	110	60	136	24	10	12
656	St. Olaf's School.	Northfield, Minn.	1874	1874	Non-sect	4	2	109	79	30	53	41	67	4
657	Minnesota Academy.	Owatonna, Minn.	1877	1877	Baptist	2	3	173	83	90	53	41	67	4

b Preparing for medical school.

c At Hadley; removed to Springfield in 1851.

* From Report of the Commissioner of Education for 1882-83.

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
658 Red Wing Evangelical Lutheran	Red Wing, Minn.	1878	1879	Rev. A. Weenans	Ev. Luth.	5	.....	84	81	.....	.....	.....	.....	.....	.....	.....	.....
659 Academy of Our Lady of Lourdes	Rochester, Minn.	1878	1877	Mother Alfred	R. C.	3	3	310	100	210	319	20	.....	.....	.....	9	.....
660 Rochester Seminary and Normal School	Rochester, Minn.	1882	1882	E. W. Young, A. B.	M. E.	.....	3	200	100	109	145	3	40	3	64	.....	.....
661 Assumption School	St. Paul, Minn.	.....	1855	John Reinz	R. C.	1	7	362	227	135	362	0	362	6	.....	3	4
662 Baldwin School	St. Paul, Minn.	1881	1881	Clinton J. Beckus, A. B.	Presb.	1	6	40	(40)	.....	.....	.....	.....	2	1	2	1
663 German-American Institute*	St. Paul, Minn.	.....	.....	Mrs. C. Nolte	.....	.....	5	182	154	28	.....	.....	.....	.....	.....	.....	.....
664 Gustavus Adolphus College	St. Peter, Minn.	1874	1876	Rev. Matthias Wahlstrom	Ev. Luth.	7	.....	120	120	.....	120	18	16	3	8	.....	.....
665 Sank Centre Academy of Individual Instruction	Sank Centre, Minn.	.....	1876	D. J. Cogan	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
666 Wesleyan Methodist Seminary	Wassioia, Minn.	1873	1873	Edwin G. Paine, A. M.	Wes. M.	1	2	94	52	42	68	14	12	4	2	2	0
667 Methodist District High School	Black Hawk, Miss.	1873	.....	J. Pede Marshall	Metb.	1	3	95	40	55	70	20	5	3	3	5	.....
668 Blue Mountain Academy	Blue Mountain, Miss.	1882	1875	T. B. Winston, A. B.	.....	2	.....	102	102	.....	.....	.....	.....	16	.....	4	.....
669 The Johnson Institute	Booneville, Miss.	1882	1873	John W. Johnson, A. M.	Non-sect.	2	2	181	83	93	181	.....	.....	4	2	.....	.....
670 Brandon Female College*	Brandon, Miss.	1845	1845	Miss F. A. Johnson	Non-sect.	.....	.....	75	75	.....	.....	.....	.....	.....	.....	.....	.....
671 Brookhaven Male Academy	Brookhaven, Miss.	1875	1875	A. B. Chandler	Non-sect.	1	1	45	45	45	10	.....	.....	5	.....	1	.....
672 Waverly Institute	Byhalia, Miss.	1880	1880	A. M. Moore	Non-sect.	1	4	140	59	81	125	15	.....	15	.....	.....	.....
673 Carrollton Female College*	Carrollton, Miss.	1880	1852	T. C. Belcher, A. M., president	Non-sect.	2	2	61	61	61	60	1	0	.....	.....	.....	.....
674 Corinth Female College*	Corinth, Miss.	1876	1875	Leonidas C. Dickey, A. M., president	M. E. So.	2	2	76	34	42	37	39	16	37	.....	1	4
675 Cooper Institute*	Daleville, Miss.	1873	1865	Rev. J. L. Cooper	Non-sect.	6	2	152	103	49	152	74	6	.....	.....	.....	.....
676 Grenada District High School*	Grenada, Miss.	0	1857	Thomas J. Newell	M. E. So.	1	5	125	50	75	125	12	6	.....	.....	.....	.....
677 Harpersville College	Harpersville, Miss.	1881	1875	C. A. Huddleston, A. M., president	Non-sect.	4	3	171	92	79	68	29	.....	74	.....	.....	.....

678	Holly Springs Normal Institute	Holly Springs, Miss	1879	1879	A. D. Chesterman	Non-sect	3	2	192	114	78	180	15	0	15	...	4	0
679	Mary Institute	Holly Springs, Miss.	1884	1885	Miss Elizabeth D. Watson	Meth	1	4	34	18	28	38	1	1	...	13	4	
680	Kosciusko Male and Female Institute.	Kosciusko, Miss	1878	1879	Rev. T. S. Adams	Non-sect	1	2	51	16	36	40	25	11	...	...	...
681	Eglin's School	Kosuth, Miss	1873	1873	C. P. Elgin	Non-sect	1	3	120	50	70	100	14	0	6	...	...
682	McComb City Academy	McComb, Miss	1870	1872	Mrs. R. A. Jackson	M. E. So.	2	3	127	35	37	72	...	...	...	...	...
683	East Mississippi Female College*	Meridian, Miss	1870	1870	Rev. J. W. Adkisson, A. M.	Meth	1	1	68	31	37	52	16	9	2	...	...
684	Cool Springs Academy*	Molina, Miss	1882	1882	J. H. Clayton	Baptist	1	6	128	0	128	128	21	...	...	1	1
685	Mo-s Point Academy	Moss Point, Miss	1856	1856	J. A. Kimbrough, president.	Non-sect	1	3	105	60	45	85	20	29	...	2	1	
686	Okolona Female College	Okolona, Miss	1867	1867	J. B. Williams	Non-sect	2	4	265	165	100	...	...	...	...	...	...
687	Pleasant Hill Masonic Male and Female Institute.	Pleasant Hill, Miss.	0	1883	J. A. Rainwater	Non-sect	3	1	100	60	40	50	3	3	2	1	...	
688	Sardis School	Sardis, Miss	1884	1878	M. A. Westbrook, A. P., president.	Non-sect	1	1	60	30	30	45	15	...	...	...	...
689	Greenwood Normal Institute	Union, Miss	1864	1870	A. W. Lynch	Non-sect	1	3	64	14	50	64	10	...	...	...	...
690	Vaiden Male and Female Institute.	Verona, Miss	1870	1870	S. P. Rice	Non-sect	3	0	46	40	0	40	6	3	6	2	0	
691	North Mississippi Female College.	Washington, Miss	1802	1811	Joseph S. Raymond	Luth	2	1	70	41	29	30	15	0	5	2	2	
692	Jefferson College	Webster, Miss.	1878	1880	Floyd R. Brown, A. M., president.	Baptist	1	3	124	...	124	124	5	0	0	0	0	
693	Beth Eden Collegiate Institute	Winona, Miss	1847	1855	J. D. Blanton	Non-sect	2	4	170	80	90	...	...	...	...	...	...
694	Winona Female College.	Ashey, Mo	1881	1881	Rev. J. C. Kephart, A. M., president.	U. L. in	6	2	207	117	99	141	6	1	8	...	2	
695	Watson Seminary	Avalon, Mo.	1872	1873	T. A. Johnston, A. M.	Non-sect	3	1	56	56	0	53	13	9	...	...	...
696	Watson College	Boonville, Mo.	0	1844	James Donnelly, A. M.	Non-sect	1	2	71	30	41	70	4	1	0	0	0	
697	The Kemper Family School.	Bunceton, Mo.	1877	1874	Prof. James M. Naylor, A. M.	Presb.	2	1	163	83	85	136	32	7	...	2	0	
698	Parish Institute	Butler, Mo.	1877	1867	W. D. Vandiver, Ph. B., president.	M. E. So.	3	4	176	82	94	176	35	15	...	...	...
699	Burish Academy	Caledonia, Mo	1877	1876	J. N. Hooper	Non-sect	2	1	75	45	30	75	...	...	...	15	3
700	Bellevue Collegiate Institute	Farmington, Mo	1859	1854	Miss Eliza A. Carleton, A. M., president.	M. E.	4	4	140	...	...	...	...	...	...	10	8
701	Academy of the English Conference of Missouri Synod.	Castor, Mo.	...	1869	Sisters of Loretto	R. C	...	10	60	...	60	...	...	...	...	0	...
702	Hooper Institute	Clarksburg, Mo.	1876	1880	L. M. Wagner	Luth.	2	...	48	21	27	30	8	18	0	...	1	
703	Carleton Institute	Henderson, Mo	1879	1872	J. W. Thomas	...	2	1	101	58	43	...	...	...	...	4	2
704	Loretto Academy	Houston, Mo.	1872	1868	C. W. White	M. E. So.	2	2	150	78	72	150	22	26	16	28	6	
705	Concordia College	Kirkwood, Mo.	1868	1861	Mrs. Anna Sneed Cairns	Presb	3	10	162	12	90	100	20	...	...	...	...
706	Henderson Academy	Lexington, Mo.	1881	1881	Sandford Sellers, A. M.	Non-sect	3	0	79	79	0	60	10	6	15	20	6	
707	Houston Institute	Kirkwood, Mo.	1881	1880	John Turentine, president.	Non-sect	4	5	187	50	87	137	20	5	2	3	0	
708	Wentworth Male Academy	Louisiana, Mo	1881	1880	A. Slaughter, president.	Baptist	3	1	230	137	83	140	80	...	...	21	35
709	McClune College	Marionville, Mo	1872	1872	Madame A. M. Niederkorn	R. C	2	21	127	...	127	127	...	...	...	...	...
710	Marionville Collegiate Institute	Maryville, Mo. (Meramec street).	1872	1887	Rev. W. C. Montgomery	M. E. So.	4	2	116	48	64	65	20	8	40	10	4	
711	Marionville Collegiate Institute	Ncosho, Mo	1881	1882	Rev. James S. Dingle, A. M.	Non-sect	4	4	102	37	69	103	22	10	...	...	...
712	Institute of Sacred Heart*	Palmyra, Mo.	1874	1875	Rev. John A. McAfee, A. M., president.	Presb.	6	3	200	129	80	150	50	...	...	150	0
713	Ncosho Collegiate Institute.	Parkville, Mo.	1878	1875	...	...	...	...	...	...	...	...	...	...	...	...	...
714	Palmyra Seminary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
715	Park College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

b This school is the successor of Sardis Male Institute which was organized in 1855.

a Rechartered in 1884.

*From Report of the Commissioner of Education for

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TABLE VI.—*Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
1	2	3	4	5	6	7	8	Total.	Male.	Female.	To English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered college since close of last academic year.
Peirce City Baptist College	Peirce City, Mo.	1879	1880	Charles S. Sheffield	.....	2	3	5	10	12	76	0	4	1	85	0	1
Hate College	Piedmont, Mo.	1880	1881	Rev. W. H. Hale, president	.....	4	1	5	90	63	24	0	0	0	85	0	0
V. Rensseler Academy	Rensselaer, Mo.	1880	1883	W. W. Banks	Presb.	1	2	3	28	20	18	0	0	0	85	0	0
Academy of the Sacred Heart*	St. Charles, Mo.	1880	1883	Mother Rose Conway	R. C.	1	30	31	125	125	125	10	10	10	85	0	0
St. Charles College*	St. Charles, Mo.	1888	1887	J. P. Brannock, A. M., president.	M. E. So.	2	3	5	45	15	38	10	12	15	10	2	2
Academy of the Sacred Heart	St. Joseph, Mo.	1886	1883	Madame Keating	.....	14	12	26	129	129	129	7	25	8	85	0	0
Young Ladies' Institute	St. Joseph, Mo.	1886	1889	Rev. Charles Martin, A. M.	Non-sect	2	7	9	110	110	110	15	8	8	85	0	0
Mrs. Guthbert's Seminary for Young Ladies	St. Louis, Mo. (2324, 2326, 2528 Olive street).	1885	1885	Mrs. Eugenia Guthbert, A. M.	Non-sect	2	8	10	115	115	115	47	86	8	85	0	0
Educational Institute	St. Louis, Mo.	0	1879	John Toepflicht	Non-sect	14	300	300	80	80	0	18	7	7	85	0	0
Foster Academy	St. Louis, Mo. (corner 16th and Pine streets).	1878	1878	Ben. R. Foster, A. M.	Non-sect	5	2	7	80	80	0	18	7	7	85	0	0
Lutheran High School	St. Louis, Mo.	1867	1867	August C. Burghdorf	Ev. Luth.	2	13	15	65	65	109	4	6	6	85	0	0
School of the Good Shepherd	St. Louis, Mo. (2029 Park avenue).	1867	1874	Sister Catharine, superior	P. E.	2	13	15	65	65	109	4	6	6	85	0	0
Salem Academy	Salem, Mo.	0	1873	William Henry Lynch, A. M.	Non-sect	2	6	8	228	212	416	4	4	4	85	0	0
The Blake School	Beatrice, Nebr.	0	1881	Henry N. Blake	.....	1	1	2	110	56	54	110	110	110	85	0	0
Franklin Academy	Franklin, Nebr.	1881	1881	Rev. W. S. Hampton	Cong.	4	2	6	105	47	58	18	20	20	1	2	2
Nebraska Baptist Seminary	Gibson, Nebr.	1880	1880	Rev. George W. Read	Baptist	7	2	9	152	54	98	48	19	23	2	2	2
Hastings College	Hastings, Nebr.	1882	1882	Rev. W. F. Ringland, M. A., president.	Presb.	7	2	9	134	46	88	48	19	8	2	2	2
St. Claire Hall	Lincoln, Nebr.	0	1882	Miss Claire F. Link	.....	3	4	7	85	38	47	85	17	17	85	0	0
Shoenberger Hall*	Nebraska City, Nebr.	1881	1881	Rev. R. W. Oliver, D. D.	P. E.	1	2	3	20	20	20	41	41	41	85	0	0
Gates College	Neligh, Nebr.	1881	1881	George A. Gregory, A. B.	Cong.	1	2	3	91	50	41	41	41	41	85	0	0

736	Oakdale Seminary	Oakdale, Neb.	0	1882	Rev. Harvey Wilson	Presb.	1	0	18	12	6	15	6	0	0	0	0
737	Brownell Hall School	Omaha, Neb.	1867	1863	Rev. Robert Doherty, M. A.	P. E.	2	4	98	98	98	21	23	0	0	0	0
738	Loomis School School*	Omaha, Neb.		1880	Miss L. E. Loomis	P. E.			54	23	31	54					
739	St. Catherine's Academy	Omaha, Neb.	0	1877	Sister Mary Gertrude	R. C.	0	6	56	6	50		0	0	1		
740	St. Mary Magdalen School*	Omaha, Neb.		1871	Rev. George J. Glanville	R. C.		3	281	123	152				5	4	
741	Silver Ridge Seminary	Silver Ridge, Neb.	1883	1878	Rev. Walter H. Clark, A. M.	Presb.	1	2	32	14	18	31	8	0	5	0	0
742	Luther Academy	Waboo, Neb.	1883	1883	Martha Boyd	Luth.	3	1	38	30	8	38					
743	Nebraska Conference Seminary*	York, Neb.	1879	1880	Rev. Edward Thomson, A. M.	M. E.	6	2	145	89	65	113	20	12	20	25	5
744	Proctor Academy	Andover, N. H.	1874	1874	M. D., Ph. D., president, Horbert B. Dow, A. B.	Unitarian	2	2	71	38	33	48	7	6	2	0	0
745	Atkinson Academy	Atkinson, N. H.	1791	1789	Bartlett H. Weston, A. M.	Non-sect.	1	1	40	25	15	35	2	3			
746	Candia Village High School*	Candia Village, N. H.	0	1878	Austin Powers Foster	F. W. B.	1	1	0	23	14	9	14	8	1	0	0
747	Beede Academic and Normal Institute	Beede, N. H.	0	1859	Mrs. Abbie E. L. Beede	Non-sect.	1	1	25	17	18	35	1	1	0	0	0
748	Chester Academy	Chester, N. H.	1854	1853	Miss L. A. Harriman	Non-sect.		1	25	22	12	25	5				
749	Stevens High School	Clarendon, N. H.	1846	1848	Lemuel S. Hastings	Non-sect.	1	3	98	46	50	65	30	15	12	2	0
750	Colebrook Academy	Colebrook, N. H.	1814	1815	T. Merrill Edmunds	Non-sect.	1	1	79	30	40	63	7	5	0	0	0
751	Pinkerton Academy	Derry, N. H.	1818	1815	Edmund R. Angell, A. M.	Non-sect.	1	1	77	20	47		3	6	3	0	0
752	Franklin Academy	Dover, N. H.	1818	1818	John Scates, A. M.	Non-sect.	1	2	70	40	30	50	29	10	10	5	6
753	Conant High School	East Jaffrey, N. H.	1868	1869	A. S. Annis		1	1	50	24	26				2		
754	Watson Academy	Epping, N. H.															
755	Franketown Academy	Franketown, N. H.	1819	1800	B. S. Hurd, A. M.	Non-sect.	1	2	85	40	45	50	20	15	20	25	2
756	Gilmanston Academy	Gilmanston, N. H.	1794	1787	Samuel A. Barrell, A. B.	Cong.	1	1	54	26	28	46	8		4		
757	Brackett Academy*	Greenland, N. H.	1823	1824	Mrs. S. C. Merrill	Non-sect.	2	2	50					12		1	1
758	Hampstead High School	Hampstead, N. H.	1876	1876	O. C. B. Nason	Non-sect.	1	1	19	9	10	19	2				
759	The Holderness School for Boys	Holderness, N. H. (Plymouth post office).	1878	1879	Rev. Frederick M. Gray	P. E.	5		64	64				26	10	2	2
760	Kingston Academy	Kingston, N. H.	1824	1825	Charles Emory Towle	Non-sect.	1	1	41	24	17	29	12	0	2	1	0
761	Lancaster Academy	Lancaster, N. H.	1828	1828	Frank B. Spaulding, A. B.	Non-sect.	1	1	65	38	27	51	18	4	2		
762	Mallow Academy	Mallow, N. H.	0	1850	Abraham W. Mitchell	Non-sect.	1		65								
763	Classical Institute	Milton, N. H. (Milton Three Ponds).															
764	New Hampton Literary and Biblical Institute.	New Hampton, N. H.	1853	1853	Rev. A. B. Meservey, A. M., Ph. D.	Free Bp.	6	4	200	140	60	180	35	10	15	0	6
765	Northwood Seminary	Northwood Ridge, N. H.	1866	1867	J. H. Hinchins, A. M.	Free Bp.	1	1	57	31	26	46	11		2		
766	Pembroke Academy	Pembroke, N. H.	1818	1819	Isaac Walker, A. M.	Cong.	1	1	91	48	43	51	30	12	4	0	4
767	Miss Morgan's English, French, and German School for Young Ladies.	Portsmouth, N. H.		1874	Miss Arabella C. Morgan.	Non-sect.		1	6	32	0	32	6	32			
768	Smith's Academy and Commercial College.	Portsmouth, N. H.	1873	1873	Lewis E. Smith.		3	1	52	40	12	52	17	10	12	5	
769	Raymond High School	Raymond, N. H.	0	1867	John T. Bartlett	Non-sect.	1	1	78	42	36	60	13	5	1	1	0
770	McGaw Normal Institute	Reed's Ferry, N. H.	1849	1849	Elliot Whipple, M. A.	Non-sect.	1	2	60	37	27	29	19	3	4	1	0
771	Dearborn Academy	Seabrook, N. H.	1853	1853	Marcia W. Sanborn	Cong.	0	1	49	29	29	29		0	0	0	0
772	Barnard Academy	South Hampton, N. H.	1834	1834	Miss Ella A. Everett	Non-sect.	1	3	22	11	19	3					
773	New Hampshire Conference Seminary and Female College.	Tilton, N. H.	1852	1845	Rev. Silas E. Quimby, A. M., president.	M. E.	7	3	92	100	121	141	70	42	28	5	
774	Simonds Free High School.	Warner, N. H.	1871	1871	Henry S. Roberts, A. M.	Non-sect.	1	2	65	30	35	40	20	5		2	
775	Washington, N. H.	Washington, N. H.	1848	1848	Frank P. Newman	Non-sect.	1	1	75	32	43	39	4		2	7	4
776	Private School	Whitefield, N. H.			Miss E. M. Hancock												

b Number of pupils during the term ending July 1, 1884.

* From Report of the Commissioner of Education for 1882-'83.

a. Chartered in 1880, and organized in 1881 under its present management, from reports of the Commissioner of Education for 1907-08.

TABLE VI.—Statistics of institutions for secondary instruction for 1882-83, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.																	
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for scientific course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18								
777 Blair Presbyterian Academy	Blairtown, N. J. ....	.....	1848	J. H. Shumaker, A. M., Ph. D.	Presb. . .	3	3	71	43	28	65	26	7	21	7	0	0							
778 Gymnasium or preparatory department of the German Theological School of Newark, N. J.	Bloomfield, N. J.	1871	1869	Rev. Charles E. Knox, D. D.	Presb. . .	6	.....	18	43	.....	18	18	18	.....	.....	.....	.....				
779 Bordertown Military Institute*	Bordertown, N. J.	0	1881	Col. Samuel E. Rusk	R. C. ....	.....	.....	38	38	.....	.....	.....	20	.....	.....	.....	.....				
780 St. Joseph's Academy *	Bordertown, N. J. ....	.....	1873	Sister Mary Staudens	Non-sect ..	.....	.....	3	45	16	25	37	.....	.....	.....	.....	.....			
781 Ivy Hall	Bridgeton, N. J. ....	.....	1861	Rev. Henry Reeves, A. M.	Baptist ..	2	5	48	0	48	17	22	13	0	0	0	0							
782 South Jersey Institute	Bridgeton, N. J.	1868	1870	Henry K. Trask, U. S. D.	Epapist ..	5	150	100	50	100	40	31	34	5	7	5	6								
783 Westfield Friends' School	Cinnaminson, N. J.	0	1890	Miss Helen Marshall	Friends ..	0	2	45	(45)	.....	6	5	6	6	2	6	.....							
784 Brainerd Institute	Cranbury, N. J.	1865	1865	William E. Marshall	Presb.	1	0	31	20	11	25	6	0	5	0	3	0								
785 The Elizabeth Institute	Elizabeth, N. J. (521 North Broad street) .....	.....	1861	Misses N. C. Read and S. N. Higgins ..	Presb.	1	7	69	29	40	60	12	5	.....	.....	.....	.....				
786 Jefferson Park Academy	Elizabeth, N. J. (315-323 Jefferson avenue) ..	1873	1872	James H. Lansley, Ph. D.	Non-sect ..	4	3	128	90	38	.....	.....	.....	.....	.....	.....	.....	
787 Institute of the Holy Angels	Fort Lee, N. J. ....	.....	1879	Sister M. Noma, superioress ..	R. C.	6	.....	6	62	.....	25	.....	25	.....	.....	.....	.....				
788 Frechold Institute	Frechold, N. J.	1844	1844	Rev. A. G. Chambers	Presb. . .	6	1	62	62	0	42	20	18	20	0	7	0								
789 Centenary Collegiate Institute	Hackettstown, N. J.	1869	1874	Rev. George H. Whitney, D. D., president ..	M. E.	8	6	229	133	87	67	80	86	50	30	13	.....							
790 St. Agnes' Hall*	Haddonfield, N. J. ....	.....	1878	Rev. T. M. Reilly, R. D., rector ..	P. E.	1	2	29	.....	20	19	1	7	.....	.....	.....	.....				
791 St. John's Military Academy	Haddonfield, N. J. ....	.....	1865	Rev. William M. Reilly, R. D., rector ..	P. E.	6	1	68	68	.....	68	10	29	10	.....	4	.....							
792 The Home Seminary	Hightstown, N. J.	0	1864	Rev. W. M. Wells, A. M.	Presb. . .	1	3	29	16	23	37	8	2	0	0	0	0								
793 Academy of the Sacred Heart	Hoboken, N. J.	1876	1875	Sister Teresa Vincent	R. C.	3	8	100	25	75	100	.....	90	0	0	4	.....							
794 German-American School	Hoboken, N. J. (106 Bloomfield street) .....	.....	1871	John A. von Duisburg	Ev. Luth ..	2	1	100	65	35	80	.....	100	.....	.....	.....	.....				

35	German-American School in the Martha Institute.	Hoboken, N. J. (cor Sixth street and Park avenue).	1873	1871	Rev. C. F. A. Klein, pr. D.	Ref'm'd.	3	4	94	40	54	94	2	20	2	.....
36	German, English, and French Academy.	Hoboken, N. J. (272 Bloomfield street).	1860	1868	M. E. Kouitzer.	Ev. Luth	2	2	38	20	18	38	.....	38	.....	.....
37	Hoboken Academy.	Hoboken, N. J.	1860	1861	Joseph Schrenk.	.....	12	5	445	255	190	445	445	3	2	2
38	Hopewell Seminary.	Hopewell, N. J.	0	1868	M. B. Elizabeth H. Borge.	Non-sect	1	3	27	3	21	27	0	12	0	0
39	Janeburg Institute*.	Janeburg, N. J.	0	1873	E. B. Seelye.	Non-sect	1	1	30	20	10	.....	8	4	2	0
40	Hasbrouck Institute.	Jersey City, N. J. (109 Grand street).	0	1856	Charles C. Stimets.	Non-sect	11	4	252	169	86	202	50	60	20	1
41	The Misses Weeks' Boarding and Day School for Young Ladies and Children.	Jersey City, N. J. (134 Mercer street).	.....	1867	Miss Eleanor M. Wreaks.	Non-sect.	.....	7	40	10	30	40	20	40	.....	.....
42	Waynflete Parsonage School*.	Madison, N. J.	.....	1882	Rev. Walter Wyndeyer.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	Glenwood Institute.	Matawan, N. J.	1855	1856	Charles Jacobs, A. M.	Non-sect	2	3	100	45	55	100	8	7	.....	.....
44	Moorestown Academy.	Moorestown, N. J.	.....	1878	Wilmer P. Leeds.	Friends	1	2	67	83	34	.....	15	.....	.....	.....
45	Morris Academy.	Morristown, N. J.	.....	1793	Charles D. Platt.	Non-sect	3	1	38	38	0	28	10	0	1	0
46	Morristown Seminary.	Morristown, N. J.	.....	.....	Miss E. Elizabeth Dana.	Non-sect	4	11	90	.....	90	30	40	0	.....	.....
47	St. Hilda's School*.	Morristown, N. J.	.....	.....	Sisters of St. John Baptist.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
48	Beacon Street German-American School.	Newark, N. J. (10 Beacon street).	1858	1858	Arnold Voget.	Non-sect	3	4	346	190	155	346	346	.....	.....	.....
49	First German and English Presbyterian School.	Newark, N. J. (35 Morton street).	1860	1860	Rev. John U. Guenther.	Presb. . .	3	2	280	150	130	200	80	280	10	12
50	German-American Elementary and High Grammar School.	Newark, N. J. (19 Green street).	1856	1856	Hermann von der Helde.	Non-sect	3	7	340	210	130	280	280	.....	.....	.....
51	St. Vincent's Academy*.	Newark, N. J.	.....	1869	Sisters of Charity.	R. C	.....	5	113	40	73	111	20	25	.....	6
52	Twelfth Ward German-English School.	Newark, N. J.	1858	1858	George Haeuss.	Non-sect	1	2	170	80	90	170	170	.....	.....	.....
53	Newton Collegiate Institute*.	Newton, N. J.	1852	1848	Joel Wilson.	Presb	2	3	.....	.....	.....	.....	.....	.....	.....	.....
54	Park Heights Seminary*.	Ocean Grove, N. J.	1882	1882	Miss Emily A. Rice.	Non-sect.	.....	5	30	.....	30	30	5	15	2	1
55	Paterson Seminary*.	Paterson, N. J. (corner Van Houten and Auburn sts.	.....	1863	Albert B. Wiggin, A. M.	Non-sect	2	2	52	37	15	25	27	7	5	0
56	Pennington Institute.	Pennington, N. J.	0	1884	Rev. A. P. Lasher.	Non-sect	1	1	.....	.....	.....	0	0	0	0	0
57	Academy of Science and Art.	Ringoes, N. J.	.....	1876	Cornelius W. Larison, M. D.	Non-sect	1	3	12	6	6	.....	.....	.....	.....	.....
58	Seminary at Ringoes*.	Ringoes, N. J.	.....	1870	Anna M. Kiefler.	Non-sect	.....	3	16	6	10	16	4	.....	1	.....
59	Salom Friends' School.	Salom, N. J.	.....	.....	Abigail Paul.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	"The Heights" Academy.	Short Hills, N. J.	.....	1880	Rev. Julius D. Kosé, A. M., M. D., Ph. D.	P. E	.....	1	24	8	16	24	.....	.....	.....	.....
61	South Orange Academy.	South Orange, N. J.	1872	1872	Isabella S. Brown.	Non-sect.	.....	4	44	18	26	.....	12	10	.....	.....
62	The Summit Military Academy.	Summit, N. J.	.....	1882	Alfred Newell Fuller, A. B.	Non-sect	2	1	18	18	12	6	9	6	.....	.....
63	Woodstown Academy.	Woodstown, N. J.	.....	.....	Augustus C. Norris, A. M.	Friends	1	3	91	48	43	89	2	.....	2	.....
64	Adams Collegiate Institute.	Adams, N. Y.	1883	1864	Orlo B. Rhodes.	.....	3	166	85	80	130	30	16	9	4	2
65	Albany Academy.	Albany, N. Y.	1813	1815	James M. Cassedy, A. M., Ph. D.	Non-sect	10	4	325	325	0	238	87	50	42	0
66	Albany Female Academy*.	Albany, N. Y.	1821	1814	Lacy A. Plympton.	Non-sect	3	12	4192	.....	4192	41	160	2	0	0
67	Alfred University (academic department). ^b	Alfred, N. Y.	.....	.....	Rev. J. Allen, D. D., Ph. D.	Non-sect	6	6	432	.....	.....	132	.....	(75)	.....	.....
68	St. Elizabeth's Academy.	Allegany, N. Y.	1884	1835	Mother M. Celso.	R. C	.....	8	103	.....	103	103	10	.....	.....	.....
69	Amenia Seminary*.	Amenia, N. Y.	1834	1835	H. Isbell.	Method.	2	1	55	25	30	50	5	.....	5	.....
70	Amsterdam Academy and Ladies' Seminary.	Amsterdam, N. Y.	1839	1839	George H. Ottaway, A. M.	Non-sect	2	5	85	40	45	80	5	10	0	0

* From Report of the Commissioner of Education for 1882-'83.

a This includes girls in the Kindergarten.

b From the Ninety-seventh Regents' Report.

TABLE VI. — Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of stud. nrs.									
								Total	Male	Female	In English course.	In classical course.	In modern languages.	Preparing for scientific course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
881 Ives Seminary.....	Antwerp, N. Y.....	1856	1852	Rev. Charles E. Hawkins, A. M.	M. E.	4	4	250	198	121	270	17	25	24	22	7	3
882 Argyle Academy.....	Argyle, N. Y.....	1841	1841	Edward C. Wiley.....	M. E.	1	1	83	46	37	75	8	4	3	4	3	6
883 Cayuga Lake Military Academy.....	Bedford, N. Y.....	1801	1798	Mal. William A. Flint.....	Non-sect.	7	7	89	70	36	28	15	16	4	3	3	6
884 Bedford Academy.....	Bedford, N. Y.....	1849	1849	James F. Williams, Jr.....	Non-sect.	1	1	48	18	30	24	13	7	2	4	1	0
885 Genesee Valley Seminary.....	Belleville, N. Y.....	1857	1857	David L. Cranford.....	Non-sect.	3	3	126	61	12	17	10	3	2	4	1	0
886 Union Academy of Belleville.....	Belleville, N. Y.....	1824	1822	William C. Joslin, A. B., a.....	Non-sect.	4	4	40	15	25	38	2	4	1	1	1	1
887 Binghamton Institute.....	Binghamton, N. Y.....	1875	1875	Lillian Craig Randall.....	Non-sect.	2	2	32	3	12	24	6	2	3	0	2	2
888 Bridgehampton Literary and Commercial Institute.....	Bridgehampton, N. Y.....	1875	1869	Lewis W. Hallock, A. B.....	Non-sect.	2	2	32	3	12	24	6	2	3	0	2	2
889 Adelphi Academy.....	Brooklyn, N. Y. (Lafayette avenue).....	1869	1869	Albert C. Perkins, A. M., Ph.D.	Non-sect.	19	19	527	401	651	111	42	35	63	9	5	5
890 Brooklyn HHI Collegiate Institut.*	Brooklyn, N. Y. (350 Washington avenue).....	.....	1879	Mrs. S. C. Baker.....	Presb.	3	3	23	23	.....	.....	20	.....	.....	.....	.....	.....
891 Chénévère Institute.....	Brooklyn, N. Y. (133 Schermerhorn street).....	.....	1865	Rev. William A. Stamm, A. M., and Madame J. M. Stamm.	Non-sect.	2	5	79	18	41	25	2	59	2	.....	.....	.....
892 Christiansen Institute.....	Brooklyn, N. Y. (297 Schermerhorn street).....	.....	1872	Mrs. E. C. Staeker.....	P. E.	.....	5	40	20	40	.....	.....	.....	.....	3	.....	.....
893 Collegio Grammar School.....	Brooklyn, N. Y. (44 Court street).....	0	1849	Rev. Levi Wells Hart.....	Non-sect.	2	0	29	29	29	.....	4	.....	.....	.....	.....	.....
894 Female Institute of the Visitation.....	Brooklyn, N. Y. (209 Clinton avenue).....	1863	1855	Mother Superiress.....	R. C.	.....	15	130	.....	139	.....	.....	.....	.....	.....	.....	.....
895 Lafayette Academy.....	Brooklyn, N. Y. (149 Lafayette avenue).....	.....	1877	Rev. D. Marvin, Jr., A. M.....	Non-sect.	2	1	12	12	.....	11	1	4	1	.....	.....	.....
896 Prospect Park Institute.....	Brooklyn, N. Y. (58 Clark street).....	.....	1883	Richard D. Dodge.....	.....	1	1	12	12	.....	12	.....	7	.....	.....	.....	.....

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
886	Elmwood Commercial and Select School.																		
887	Glens Falls Academy.	1811	1841	James N. Whipple.	Non-sect.	2	2	141	83	58									
888	Gouverneur Wesleyan Seminary.	1826	1829	Daniel C. Farr, A. M.	Non-sect.	3	6	209	90	110	120	50	20	50					
889	Greenville Academy.*	1861	1861	Martin Russell Sackett, A. M.	Non-sect.	3	2	206	100	106	178	22	6	20	1	3	1		
890	Hartwick Seminary.	1816	1816	Rev. W. F. Albrecht.	Non-sect.	2	1	71	41	33	40	4		4					
891	Mountain Institute.	0	1852	Rev. James Fletcher, A. M.	Lutheran.	4	3	118	70	48	73	43							
892	Hempstead Institute.	0	1837	Lavallette Wilson, A. M.	Non-sect.	1	1	67	45	22	60	7							
893	Academy of Our Lady of Perpetual Help.	0	1878	E. Hind's, A. M.	Non-sect.	2	2	22	20	2	20	7	5						
894	Hudson Academy.	1807	1807	Mary Stanislaus McGaw.	R. C.	9	9	65	65		65	8	40	0	0	0	0		
895	Hudson Young Ladies Seminary.	0	1843	Charles Van T. Smith, A. M.	Non-sect.	1	4	53	45	13	44	14	1	6	2	0	0	0	
896	The Misses Skinner's School for Young Ladies.		1867	Misses Elizabeth and Sophia Peake.	Non-sect.	1	3	26	6	20	26	0	26	0	0	0	0	0	
897	Lansingburgh Academy.	1795	1797	Sarah R. Skinner.	Non-sect.	1	3	43		43		19	7						
898	Lawrenceville Academy.	1861	1861	Charles T. R. Smith, A. M.	Non-sect.	2	3	89				8			(4)				
899	Le Roy Academic Institute.	1864	1863	D. D. Van Allen, A. M.	Non-sect.	1	2	141	70	71	141	29	10	1	2	1			
900	Liberty Normal Institute.	1847	1847	Frank M. Comstock, A. M., C. E.	Non-sect.	2	1	135	122	73	195	10	10		6	5			
901	Genesee Wesleyan Seminary.*	1832	1830	Alva Seybolt.	Non-sect.	2	0	121	61	60	120	4	2	1	1	0	0		
902	Lowville Academy.	1808	1830	Rev. G. H. Bridgman, D. D.	M. E.	7	5	312	169	152	100	48	26	30	13	6			
903	Macdonald Academy.	1842	1841	William R. Adams, A. M.	Non-sect.	3	3	230	110	140	20	70	38	12	5	4	3		
904	Marion Academy.	1832	1842	Lewis H. Clark.	Non-sect.	1	3	39	10	29	32	4							
905	Marion Collegiate Institute.*	1835	1832	Martin E. McClary, A. B.	Non-sect.	1	1	120	85	35	92	28	0	13	8	4	0		
906	Mechanicville Academy.	1851	1851	C. E. Allen.	Non-sect.	2	2	115	56	59	81	5	17	5	10	2	4		
				Mrs. S. E. King Ames, L. L. L.	Non-sect.	2	5	145	70	75	165	25	15	20	1				

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.												
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
978 Washington Academy.....	Salem, N. Y.	1791	1780	John A. McFarland, A. M.	Non-sect.	2	7	270	120	150	220	25	5	5	4	.....	.....	
979 Temple Grove Seminary*.....	Saratoga Springs, N. Y.	1869	1855	Rev. Charles F. Dowd, A. M.	Non-sect.	5	8	151	0	151	.....	.....	.....	.....	.....	.....	.....
980 Saugerties Institute.....	Saugerties, N. Y.	1866	1866	William Wight.....	Non-sect.	3	3	75	35	40	50	3	10	1	0	0	5			
981 Saugerties Academy*.....	Saugerties, N. Y.	1847	1843	E. B. Smith, Jr. M. D.	Non-sect.	1	4	120	12	28	30	6	4	6	1	.....	.....	
982 Sherman Union School and Academy.	Sherman, N. Y.	.....	1877	A. N. Taylor.....	Non-sect.	1	4	223	(223)	.....	40	5	10	.....	.....	.....	.....
983 Holbrook's Military School.....	Sing Sing, N. Y.	.....	1866	Rev. D. A. Holbrook, A. M., Ph. D.	Non-sect.	6	0	60	60	0	60	20	15	5	3	.....	.....	
984 Mount Pleasant Military Academy. only.....	Sing Sing, N. Y.	1830	1830	J. Howe Allen, A. M.	Non-sect.	9	0	80	80	.....	64	27	43	18	10	3	2		
985 Ossining Institute.....	Sing Sing, N. Y.	.....	1867	Rev. Chauncey D. Rice, A. M.	Presb.	2	5	75	75	75	70	10	33	0	0	0	0		
986 Sodus Academy*.....	Sodus, N. Y.	1855	1857	Elisba Curtis, A. M.	Non-sect.	2	2	157	.....	.....	34	.....	.....	.....	(9)	.....	.....	
987 Southold Academy.....	Southold, N. Y.	.....	1867	Charles W. Severance.....	Non-sect.	2	38	20	18	25	10	.....	6	1	2	.....	.....	
988 Griffith Institute and Springville Union School.....	Springville, N. Y.	1827	1830	E. W. Griffith.....	Non-sect.	2	7	400	150	250	60	15	.....	3	.....	.....	.....
989 Edgewater Institute.....	Stapleton (S. I.), N. Y.	.....	1878	Herman Stierling and Dr. G. Odendahl.	Non-sect.	3	1	65	34	34	65	1	65	1	.....	1	.....		
990 St. John's School*.....	Syracuse, N. Y.	.....	1870	Brother Basil.	R. C.	7	0	300	300	0	300	0	40	.....	.....	.....	.....
991 Miss Bulkeley's School.....	Tarrytown, N. Y.	.....	1859	Misses H. L. Bulkeley and E. C. Plumley.	Non-sect.	2	5	50	.....	50	50	30	40	.....	.....	.....	.....
992 Irving Institute*.....	Tarrytown, N. Y.	.....	1838	David A. Rowe, A. M.	Non-sect.	6	.....	32	32	.....	23	6	4	6	.....	.....	.....
993 Mount Hope Ladies' Seminary.....	Tarrytown, N. Y.	.....	1859	Robert Clark Black, A. M.	Non-sect.	2	4	17	0	17	17	4	14	0	0	0	0		
994 Starr's Military Institute.....	Tarrytown, N. Y.	.....	1854	Oliver Winthrop Starr, A. M.	P. E.	5	1	40	40	.....	33	7	5	2	.....	.....	.....
995 Trinity School*.....	Tivoli, N. Y.	.....	1867	Rev. James Starr Clark, S. T. D.	P. E.	6	.....	62	62	.....	15	37	35	20	18	4	1

906	St. Mary's Academy.....	Troy, N. Y.	1878	Rev. T. E. Smith, R. S. G.	R. C.	11	0	275	6	275	245	30	25
907	Troy Academy.....	Troy, N. Y.	1884	Rev. Newton Willson, A. M.	Non-sect	3	1	104	0	91	13	0	17
908	Troy Female Seminary.....	Troy, N. Y.	1834	Emily T. Wilcox	Non-sect	1	6	117	117	40	30		
909	Utadilla Academy.....	Utadilla, N. Y.	1852	Emmett Belnap, A. D.	Non-sect	4	1	167		7			
910	Union Springs, N. Y.	Union Springs, N. Y.	1880	Laura L. Pope	Friends	4	6	127	72	50	75	5	6
911	Utica Female Academy*	Utica, N. Y.	1842	Mrs. J. C. Platt	Non-sect	3	10	120	120	70	50		
912	Watford Academy.....	Watford, N. Y.	1842	J. Carlton Norris	Non-sect	3	1	152	30	15	(3)		
913	Warrensburg Academy.....	Warrensburg, N. Y.	1846	Fredrick B. Harvey, A. M.	Non-sect	1	2	75	30	45	75	12	6
914	Warwick Institute.....	Warwick, N. Y.	1854	A. G. McAllister, A. M.	P. D.	1	7	324	156	193	204	60	3
915	West Chester, N. Y.	West Chester, N. Y.	1840	Brewster T. Harrington, A. M.	P. D.	4	26	26		16	10	7	3
916	West Chester Institute.....	West Chester, N. Y.	1883	Scholarship of the Christian	R. C.								
917	West Winfield Academy*	West Winfield, N. Y.	1851	Leigh B. Hunt, M. A.	Non-sect	2	3	120	63	55	90	20	10
918	Whiteland Institute.....	White Plains, N. Y.	0	Olive R. Willis, A. M., Ph. D.	Non-sect	5	0	97	97	0	21	7	4
919	Wheatstown Seminary*	Wheatstown, N. Y.	1845	Rev. Mr. Ezra Duhamel, D. D.	Non-sect	3	4	266	160	120	261	20	5
920	Wilmington Academy*	Wilmington, N. Y.	1816	Ira T. Griffith	Non-sect		3	75	25	50	20	2	
921	Yates Academy.....	Yates, N. Y.	1841	Lloyd Grossett	Non-sect	1	1	90	60	30	90		
922	English, French, and German Day School.....	Yonkers, N. Y.	1853	Miss Lucy G. Crocker and Miss Emma Herzog.	Non-sect	1	4	52	8	44	36	14	40
923	School for Young Ladies and Children.*	Yonkers, N. Y.	1876	Mrs. K. T. Holbrook	Non-sect		6						
924	Albany Academy.....	Albany, N. Y.	1875	H. W. Spinks, A. M.	Non-sect	2	2	135	67	68	135	20	4
925	Oak Hill Seminary.....	Asheville, N. C.	1883	Miss F. L. Patton, sup't.	Friends	0	2	67	37	30	60	7	0
926	Belvidere Academy.....	Belvidere, N. C.	1849	Elizabeth A. White	Non-sect	1	0	256	0	236	175	20	130
927	Bingham School.....	Bingham School, N. C.	1864	Maj. Robert Bingham, A. M.	Non-sect	7	1	187				75	20
928	Brevard Classical School*	Brevard, N. C.	1883	Prof. Coldtrain	Non-sect	1	1	120	40	80	20	15	0
929	Brevard High School.....	Brevard, N. C.	1883	Prof. A. M. Dawson	Non-sect	1	1	120	40	80	20	15	0
930	Cedar Grove Academy.....	Cedar Grove, N. C.	1884	C. P. Frazier, A. M.	Non-sect	c2	81						
931	Cedar Grove Academy.....	Cedar Grove, N. C.	1883	J. H. Cain	Non-sect	2	1	50	26	24	42	8	4
932	Clinton College.....	Clinton, N. C.	1871	W. A. Barrie	Non-sect	2	0	54	51	0	24	6	15
933	Clinton Collegiate Institute.....	Clinton, N. C.	1871	J. T. Murphy	Non-sect	2	0	54	51	0	24	6	15
934	Concord Academy*	Concord, N. C.	1881	Thomas D. Boone	Non-sect	1	1	20	15	20	5	20	5
935	Concord Male High School.....	Concord, N. C.	1870	Robert S. Arrowood	Non-sect	1	1	70	70	55	15	7	2
936	Scotia Seminary.....	Scotia, N. C.	1870	Rev. Luke Dorland, A. M.	Presb.	1	12	244	244	244	244	0	0
937	Concordia College.....	Concord, N. C.	1875	Rev. P. C. Henkel, D. D., president.	Lutheran	3	2	145	85	60	115	30	15
938	Dallas, N. C.	Dallas, N. C.	1880	Rev. M. L. Little, A. M.	Lutheran	3	2	191	113	78	60	36	12
939	Gaston High School.....	Gaston, N. C.	1879	James F. Brower	Lutheran	c3	95						
940	Knox Spring Seminary.....	East Bend, N. C.	1881	T. S. Whittington, A. M.	Non-sect	2	88	72	16	78	10	0	0
941	Union High School.....	Elizabeth City, N. C.	1881	S. L. Sheep	Non-sect	1	2	90	60	30	70	20	2
942	Elizabeth City Academy.....	Elizabeth City, N. C.	1840	S. L. Sheep	Non-sect	1	2	90	60	30	70	20	2
943	Enochville High School.....	Enochville, N. C.											
944	Falling Creek Academy.....	Falling Creek, N. C.											
945	Farmington Male and Female Academy.....	Farmington, N. C.	1882	S. W. Finch	Meth.	2	2	124	60	64	90	30	20
946	Fremont Institute*	Fremont, N. C.											
947	St. Mary's College.....	St. Mary's College, N. C.	1868	Charles G. Dewey, A. B.	Non-sect	2	140	88	52	133	4		
948	Bennett Seminary.....	Bennett, N. C.	1874	Rev. Julius Pohl, O. S. B.	R. C.	4	2	165	87	7	5	4	5
949	Bennett Seminary.....	Bennett, N. C.	1874	Rev. Wilbur F. Steele, B. D.	M. E.	4	2	165	87	7	5	4	5

c Sex not reported.

s Oneida Seminary; rechartered as Whitestown Seminary in 1845.

*From Report of Commissioner of Education for 1882-'83.
 †From the Ninety-seventh Regents' Report.

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* From Report of Commissioner of Education for 1882-'83.
 † Sex not reported.
 ‡ School suspended for some time until August, 1884; figures are from the Report of the Commissioner of Education for 1882-'83.
 § Succeeded by Rev. E. Rondthaler, D. D.
 ¶ These statistics are for five months of the school year only.
 †† Not open during the scholastic year 1883-'84, figures are from the Report of the Commissioner of Education for 1882-'83.

TABLE VI.—*Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered scientific school since last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific course since close of last academic year.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1102	Albany Enterprise Academy		1863	Rev. Thomas J. Fergusson, A. M., Ph. D.	Non-sect.	1	2	58	28	30	57	1	57	1	1	0	1	
1103	Grand River Institute		1832	Rev. E. B. Webster, A. M., president.	Non-sect.	6	2	225	100	125	175	50	...	25	...	4	...	
1104	Friends' Boarding School		1875	Richard Mott	Friends	3	2	68	34	34	...	...	...	...	...	...	...
1105	Bartlett Academy		1842	L. C. Grippen	Presb.	1	1	120	57	63	612	...	...	2	65	...	...
1106	Beverly College		1840	R. J. Smith	Presb.	1	1	74	35	39	60	14	...	3	4	...	...
1107	Academy of Central College		1842	Rev. George Fraser, D. D., G. L. Easign, M. A.	Non-sect.	2	3	40	20	20	34	6	0	4	...	2	...	
1108	Geauga Seminary		1842	G. L. Easign, M. A.	Non-sect.	2	3	133	65	68	60	...	15	...	20	...	...
1109	Academy of the Sisters of Notre Dame		1843	Sister Louise, SS. DE N. D.	R. C.	14	200	...	200	...	...	...	...	...	...	...	...
1110	Day School		1831	Misses Elizabeth D. Storer and Katharine M. Lupton	Non-sect.	1	15	110	2	108	110	5	108	...	3	0	0	
1111	Madame Fardin's School		1831	Madame B. Fardin	Non-sect.	1	6	38	8	30	38	...	38	...	...	...	...
1112	St. Francis' Ecclesiastical College		0	Very Rev. P. Lucas Gottbe- rde, O. S. F.	R. C.	8	...	32	32	...	...	32	...	...	...	...	...
1113	Clermont Academy		0	James K. Parker	Baptist.	2	2	37	25	12	9	28	2	1	...	...	...
1114	Cleveland Academy		1805	Isaac Bridgman, A. M., Presb.	Cong. & Presb.	2	3	75	45	30	25	50	8	25	10	2	2	
1115	St. Joseph's Academy		1875	Sister Josephine Ignatius, SS. DE N. D.	R. C.	13	138	30	108	138	...	31	...	...	...	5	...	
1116	St. Mary's Institute		1832	Rev. George Meyer	R. C.	18	180	180	180	...	180	5	70	10	100	...	...
1117	Ewington Academy		1857	I. N. McCash, D. S.	Non-sect.	1	1	71	42	29	71	...	...	2	4	...	...

1118	Fostoria Academy.....	Fostoria, Ohio.....	1879	1879	Rev. W. T. Jackson, A. M., R. D.	U. B.....	4	2	182	100	82	103	39	13	10	10	3	.....
1119	Gallia Normal School and Acad- emy.....	Gallipolis, Ohio.....	1811	1810	J. J. Allison.....	Non-sect.....	3	1	153	93	60	.....	.....	.....	.....	.....	.....	.....
1120	Harcourt Place Academy.....	Gambier, Ohio.....	1851	.....	Rev. A. B. Putnam, A. M., rector.	P. E.....	4	37	37	.....	12	25	21	25	1	2	.....	.....
1121	Goshen Seminary*.....	Goshen, Ohio.....	1861	.....	C. M. Briggs.....	Non-sect.....	1	1	67	32	35	60	7	8	20	15	5	10
1122	Green Spring Academy.....	Green Spring, Ohio.....	1881	1882	Rev. J. S. Axtell, A. M.....	Presb.....	3	2	100	42	58	75	20	5	15	10	3	0
1123	Harton Springs College.....	Harton Springs, Ohio.....	1867	1871	John R. Steves, A. M.....	Non-sect.....	3	2	70	30	40	60	10	4	.....	.....	.....	.....
1124	Hartford Academic Institute*.....	Hartford, Ohio.....	1872	1871	John H. J. Rie, Diefendorf.	Non-sect.....	1	1	56	23	30	.....	.....	.....	.....	.....	.....	.....
1125	Vermilion Institute.....	Rayesville, Ohio.....	1845	1846	Mrs. Mary E. H. Diefendorf.	Presb.....	2	1	70	32	38	57	11	2	.....	.....	.....	.....
1126	Lopdale Normal College.....	Lopedale, Ohio.....	1879	1882	J. M. Jameson.....	Christin Fr. W. E.	4	1	115	109	45	120	25	.....	.....	.....	.....	.....
1127	Atwood Institute.....	Lee, Ohio.....	1881	1836	C. O. Clark.....	R. C.....	1	4	38	.....	4	10	.....	0	0	0	0	0
1128	Boarding School of the Visitation*.....	Minster, Ohio.....	1837	1837	Sister M. Christina, directress R. C.	Non-sect.....	4	3	26	11	.....	.....	.....	.....	.....	.....	.....	.....
1129	New Hagerstown Academy.....	New Hagerstown, Ohio.....	1837	1837	J. Howard Brown.....	Non-sect.....	4	3	52	29	.....	.....	.....	.....	.....	.....	.....	.....
1130	Pleasantville Collegiate Institute.....	Pleasantville, Ohio.....	1881	1882	J. B. Henry, A. M.....	Ref. m. d.	1	3	91	44	27	23	.....	.....	.....	.....	.....	.....
1131	Poland Union Seminary.....	Poland, Ohio.....	1861	1801	Prof. H. J. Clark.....	Presb.....	1	3	91	44	27	23	.....	6	2	2	.....	.....
1132	Ursuline Academy for Young Ladies.....	St. Martin's, Ohio.....	1847	1845	Sister M. Ursula Dodds.....	R. C.....	1	11	72	.....	72	72	5	40	.....	.....	.....	.....
1133	Savannah Academy.....	Savannah, Ohio.....	1859	1856	Mack H. Wallace.....	Non-sect.....	2	2	85	40	45	74	11	0	.....	.....	.....	.....
1134	Starr's Institute.....	Seven Mile, Ohio.....	0	1801	B. Starr, A. M.....	M. E.....	2	10	10	.....	10	4	4	2	.....	.....	.....	.....
1135	Smithville Normal College.....	Smithville, Ohio.....	1865	1865	J. B. Eberly, A. M.....	Non-sect.....	2	1	178	108	70	.....	.....	.....	.....	.....	.....	.....
1136	New Lyme Institute.....	South New Lyme, Ohio.....	1883	1879	J. Tuckerman, A. M., Ph. D.	Non-sect.....	5	2	288	142	146	211	66	11	50	5	.....	.....
1137	Springfield Seminary.....	Springfield, Ohio.....	1874	1873	Mrs. Ruth A. Worthington	Non-sect.....	.....	5	52	5	47	.....	7	1	1	.....	.....	.....
1138	Steubenville Seminary*.....	Steubenville, Ohio.....	1879	1829	Rev. A. M. Reid, Ph. D.	Presb.....	3	9	109	.....	109	109	.....	.....	.....	.....	.....	.....
1139	College of Ursuline Sisters.....	Tiffin, Ohio.....	1878	1863	Sister Ignatius.....	R. C.....	10	125	125	125	15	30	.....	.....	.....	.....	.....	.....
1140	Plains Seminary.....	Tupper's Plains, Ohio.....	1860	1860	Morris Bowers.....	Non-sect.....	1	2	211	105	106	.....	.....	.....	.....	.....	.....	.....
1141	Twinsburg Institute.....	Twinsburg, Ohio.....	1838	1838	Samuel Bissell.....	Presb.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1142	Western Reserve Seminary.....	West Farmington, Ohio.....	1855	1829	Rev. R. E. McBride.....	M. E.....	3	3	87	37	50	60	1	26	.....	.....	.....	.....
1143	Kayton High School*.....	Youngstown, Ohio.....	1856	1867	M. S. Campbell.....	Non-sect.....	2	2	113	37	76	113	15	3	0	0	.....	.....
1144	Putnam Classical Institute ^c	Zanesville, Ohio.....	1836	1835	Miss Anna C. Cantrell.....	Non-sect.....	2	2	6	60	60	.....	30	10	.....	.....	.....	.....
1145	Albany Collegiate Institute*.....	Albany, Ohio.....	1866	1867	Rev. Elbert N. Condit.....	Presb.....	2	3	131	68	102	29	.....	12	7	1	.....	.....
1146	Ashtland College and Normal School.....	Ashtland, Oreg.....	1879	1873	M. G. Royal, A. M.....	M. E.....	1	4	423	d50	d73	123	.....	20	.....	.....	.....	.....
1147	Grace Church Parish School*.....	Astoria, Oreg.....	0	1866	Miss Marion C. Trenchard.....	P. E.....	1	1	24	6	18	24	0	.....	0	0	0	0
1148	La Creole Academic Institute*.....	Dallas, Oreg.....	1856	1853	S. A. Randle, A. B.....	Non-sect.....	2	2	100	72	88	117	5	9	3	7	1	8
1149	Drain Academy.....	Drain, Oreg.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1150	Grand Ronde Indian Agency Manual Labor, Boarding, and Day School.....	Grand Ronde, Oreg.....	0	1862	Sister Benedict.....	R. C.....	1	3	43	19	24	43	0	0	0	0	0	0
1151	Lakeview Institute.....	Lakeview, w. Oreg.....	1882	1883	Rev. S. S. Caldwell.....	Presb.....	1	1	27	15	12	27	.....	2	0	0	0	0
1152	Sartian Academy*.....	Lebanon, Oreg.....	1854	1854	J. L. Gilbert.....	M. E.....	1	2	93	43	50	93	.....	.....	.....	.....	.....	.....
1153	Oakland Academy.....	Oakland, Oreg.....	1880	1880	George T. Russell, LL. B.	P. E.....	1	2	103	54	49	103	.....	.....	.....	.....	.....	.....
1154	Bishop Scott Grammar School...	Portland, Oreg.....	1870	1870	J. W. Hill, B. A., M. D., head master.	P. E.....	8	1	75	.....	75	30	8	20	4	.....	.....	.....
1155	Independent German School.....	Portland, Oreg.....	1870	1870	J. H. H. Maconer.....	Non-sect.....	1	2	72	39	33	72	0	72	0	0	.....	.....
1156	St. Michael's College.....	Portland, Oreg.....	1871	1871	Rev. A. J. Glorieux.....	R. C.....	5	5	135	185	.....	135	8	60	.....	.....	.....	.....
1157	Academy of the Sacred Heart.....	Salmon, Oreg.....	1866	1863	Sister M. Assumption.....	M. E.....	1	11	145	.....	145	136	4	16	.....	.....	.....	.....
1158	Sheridan Academy ^c	Sheridan, Oreg.....	1874	1875	W. T. Van Scoy.....	M. E.....	1	2	109	45	55	.....	5	5	2	.....	.....	.....

^c From a return for 1882.
^d Includes normal students reported in Table III.

* From Report of the Commissioner of Education for 1882-'83.
^a Number who finished the English course.
^b Number pursuing the scientific course of the academy.

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1159 St. Mary's Academy.....	The Dalles, Oreg.....	.....	1863	Sister Mary Perpetua, sup'r.	R. C.	.....	.....	130	.....	130	30	.....	40	.....	.....	.....	.....	.....	.....
1160 Umpqua Academy.....	Wilbur, Oreg.....	1857	1854	John E. Day.....	M. E.	1	.....	2	24	35	.....	.....	.....	.....	.....	.....	.....	.....	.....
1161 St. Xavier's Academy.....	Beatty, Pa.....	.....	1845	Sisters of Mercy.....	R. C.	15	.....	80	80	.....	.....	.....	15	.....	.....	.....	.....	.....	.....
1162 Beaver College and Musical Institute.	Beaver, Pa.....	1853	1856	Rev. R. T. Taylor, A. M., D. D.	M. E.	3	6	147	0	147	129	18	22	.....	.....	.....	.....	.....	.....
1163 Bellefonte Academy.....	Bellefonte, Pa.....	1806	1807	Rev. J. P. Huguet.....	Non-sect	1	3	80	40	40	20	20	20	20	20	5	.....	.....	.....
1164 Bethlehem Academy.....	Bethlehem, Pa.....	1864	1857	Charles H. Schwartz.....	P. E.	.....	.....	42	42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1165 Bishopthorpe School.....	Bethlehem, Pa.....	1871	1868	Miss Fanny I. Walsh.....	Presb.	2	5	38	38	12	34	.....	.....	.....	.....	.....	.....	.....	.....
1166 Mountain Seminary.....	Birmingham, Pa.....	1853	1854	L. G. Grier.....	Presb.	2	5	110	40	70	110	28	14	3	.....	.....	.....	.....	.....
1167 Fairview Academy*.....	Broadheads, Pa.....	1881	1881	George G. Kunkle, A. M.....	Lutheran	1	1	78	51	27	73	2	3	2	.....	.....	.....	.....	.....
1168 Witherspoon Institute.....	Butler, Pa.....	1849	1851	P. S. Bancroft, A. M.....	Non-sect	2	3	150	80	70	.....	.....	.....	.....	.....	.....	.....	.....	.....
1169 Penn's Valley Institute.....	Centre Hall, Pa.....	0	1877	W. T. Hosterman, A. M.....	Non-sect	2	2	67	47	20	67	9	1	2	1	1	.....	.....	.....
1170 Chester Academy.....	Chester, Pa.....	1862	1862	George Gilbert.....	M. E.	7	119	58	61	105	3	11	5	2	1	.....	.....	.....	.....
1171 Carrier Seminary.....	Clarion, Pa.....	1869	1868	Rev. J. M. Edwards, A. M.....	M. E.	3	3	81	43	38	70	11	6	4	2	1	.....	.....	.....
1172 Maplewood Institute.....	Concordville, Pa.....	1870	1862	Joseph Shortridge, A. M.....	Friends	8	4	50	30	20	46	4	10	2	2	.....	.....	.....	.....
1173 Union Academy.....	Damascus, Pa.....	1848	1849	Theophilus N. Glover.....	Non-sect	1	1	50	30	20	46	4	10	2	2	.....	.....	.....	.....
1174 Darby Friends' School.....	Darby, Pa.....	0	1870	Rebecca J. Williamson.....	Friends	1	2	41	20	21	41	.....	.....	.....	.....	.....	.....	.....	.....
1175 Chester Valley Academy.....	Dowington, Pa.....	.....	1870	Henry M. Walradt.....	Non-sect	2	2	36	35	0	28	8	0	3	1	.....	.....	.....	.....
1176 Doylestown Seminary.....	Doylestown, Pa.....	1876	1868	John Gosman, Ph. D.....	Non-sect	3	4	93	50	43	63	18	12	.....	.....	0	1	.....	.....
1177 Trach's Academy and Commercial School.*	Easton, Pa.....	.....	1872	R. H. Trach.....	Non-sect	4	2	131	93	38	100	20	11	8	2	1	.....	.....	.....
1178 Eldersridge Classical and Normal Academy.	Eldersridge, Pa.....	1876	1847	Rev. Alexander Donaldson, D. D.	Non-sect	3	.....	75	60	15	50	25	0	20	3	8	.....	.....	.....
1179 Erie Academy*.....	Erie, Pa.....	1817	1823	Alarie Stone, A. M.....	Non-sect	1	.....	85	46	39	.....	15	27	6	.....	.....	.....	.....	.....
1180 St. Benedict's Academy.....	Erie, Pa.....	1868	1854	Sister M. Gregoria, O. S. B.....	R. C.	1	3	105	105	.....	.....	.....	50	.....	.....	.....	.....	.....	.....

1181	Keystone Academy	1868	1869	Rev. John H. Harris, A. M., Ph. D.	7	3	214	123	91	.....	.....	.....
1182	Friends' School*	.....	1861	Mrs. Sallie J. Ackley	Friends.	3	55	25	30	55	.....	2
1183	Glade Academy*	.....	1881	Rev. W. W. Dearick, A. M. c.	Ref'm'd.	3	57	41	16	15	3	1
1184	Greensburg Seminary	.....	1874	Rev. Lucian Cort, A. M.	Ref'm'd.	3	4	85	45	60	25	8
1185	Pine Grove Normal Academy	.....	1879	Isaac C. Ketter, A. M., Ph. D.	Non-sect.	6	3	670	390	230	120	50
1186	Abington Friends' School	.....	1702	Mrs. Annie L. Crossdale	Friends.	2	87	32	55	87	8	15
1187	Eclectic Institute	.....	1832	J. P. Shorman, A. M.	Presb.	2	2	78	38	40	78	2
1188	Jersey Shore Academy	.....	1852	J. W. Cheney, A. M.	.....	2	3	.....	.....	.....	.....	0
1189	English and Classical School	.....	1876	Emma L. Baker	Non-sect.	1	3	47	18	29	.....	0
1190	Martin Academy	.....	1873	Lewis W. Brosius	Friends.	1	2	75	46	29	75	1
1191	Pickering Institute	.....	1880	J. N. Shofner	Lutheran	1	1	19	12	7	19	1
1192	Buckingham Friends' School	.....	1734	Cynthia Deane	.....	2	46	22	24	46	10	3
1193	Langhorne Friends' Institute	.....	1790	Cassandra H. Rice	Friends.	2	71	35	36	.....	.....	1
1194	Linden Hall Seminary	.....	1863	Rev. H. A. Brickensfeld	Morav'n	2	9	77	77	13	.....	7
1195	London Grove Friends' School	.....	1868	Emily E. Wilson	Friends.	1	23	11	12	13	3	2
1196	St. Alorinus Academy	.....	1850	Sister M. Gertrude Oograve	R. C.	.....	8	50	50	50	20	0
1197	Stone Valley Academy	.....	1884	Sammel Dodds	Non-sect.	3	1	100	52	48	79	21
1198	Junata Collegiate Institute*	.....	1859	P. H. Bridenbaugh	Ref'm'd.	4	2	148	85	63	91	5
1199	Switlin C. Shortidge's Media Academy for Boys.	.....	1866	Switlin C. Shortidge, A. M.	Non-sect.	15	120	120	80	30	50	15
1200	Private Academy	.....	.....	John Mason Duncan	.....	.....	.....	.....	.....	.....	.....	2
1201	Greenwood Seminary*	.....	1851	John M. Smith	Non-sect.	1	1	70	30	40	.....	0
1202	Hazzard's Academy*	.....	1866	Thomas L. Hazzard, A. M., M. D.	Non-sect.	3	4	91	64	27	91	7
1203	Western Pennsylvania Classical and Scientific Institute.	.....	1873	Rev. Leroy Stephens, A. M., President.	Baptist.	4	6	130	78	52	104	18
1204	Laird Institute	.....	1862	Rev. Jas. I. Blackburn, A. M.	.....	2	50	20	30	45	5	1
1205	Nazareth Hall	.....	1863	Rev. Eugene Leibert	Morav'n	9	0	99	99	0	29	3
1206	Union Seminary	.....	1855	Rev. Aaron E. Goble, A. M.	Ev. Asso	4	2	133	115	18	675	36
1207	Bloomfield Academy	.....	1838	W. H. Schuyler, Ph. D.	Non-sect.	3	1	93	51	42	8	0
1208	McElwain Institute	.....	1884	D. Fleisher	Non-sect.	3	1	117	69	48	73	6
1209	Newport Academy*	.....	1880	T. F. Sheakley	Non-sect.	1	55	30	25	50	27	17
1210	Newville Academy*	.....	1881	M. F. Zimmerman	Non-sect.	1	24	.....	.....	.....	.....	3
1211	Tremonut Seminary	.....	1844	John W. Loch, A. M., Ph. D.	Non-sect.	6	1	115	115	115	115	4
1212	St. Mary's Preparatory College	.....	1881	Rev. Jos. M. Schwarz	R. C.	8	115	115	115	115	115	25
1213	North Washington Academy	.....	1879	J. R. Robertson	Non-sect.	1	68	30	28	68	6	2
1214	Friends' Select School	.....	1881	I. G. Arnold	Friends.	1	1	68	26	23	68	8
1215	Oxford Academy	.....	1881	W. M. F. Lull	Non-sect.	1	2	54	26	23	34	11
1216	Parkburg Academy	.....	1857	John Q. Griffith	Non-sect.	1	30	22	18	23	1	6
1217	Parkburg Seminary	.....	1875	Rev. Charles S. Winstead, A. M.	Ref'm'd.	1	3	64	51	13	64	1
1218	Academy of the Protestant Episcopal Church	.....	1787	Rev. James W. Robins, D., Head master.	P. E.	11	0	170	170	0	170	136
1219	Agnes Irwin's School*	.....	1866	Agnes Irwin	Non-sect.	3	10	50	0	50	40	50
1220	Albine Institute	.....	1869	Misses Anne C. Webb and Louisa T. Scott.	Non-sect.	2	7	40	.....	40	10	40

* From Report of the Commissioner of Education for 1882-83.

b This school is a summer school only.

c Has become principal of Clarion Collegiate Institute, Rimersburg, Pa., since the date of the above return.

d Original charter, 1855.

e There is a commercial department of Union Seminary, in which there were 20 pupils for the year 1883-84.

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1221 Broad Street Academy	Philadelphia, Pa. (337 S. Broad street).	0	1872	Edward Roth, A. M.	R. C.	7	4	78	78	0	78	65	65	.....	.....	.....	.....	.....	.....
1222 Byberry Friends' School	Philadelphia, Pa. (Station O).	.....	1721	Mary J. Hoopes	Friends .....	.....	1	34	17	17	.....	.....	.....	.....	.....	.....	.....	.....	.....
1223 Classical Institute	Philadelphia, Pa. (247 S. 13th street).	.....	1837	Rev. John W. Fairies, D. D.	Presb.	3	0	66	66	0	12	54	.....	50	4	9	.....	.....	.....
1224 Episcopal Academy	Philadelphia, Pa. (511 S. 43d street).	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1225 Friends' Central (High) School	Philadelphia, Pa. (s. w. corner 15th and Race sts.).	0	1845	George L. Maris, A. M.	Friends	7	6	198	198	0	94	104	57	6	8	.....	.....	.....	.....
1226 Friends' Central School	Philadelphia, Pa. (4th and Green streets).	0	1845	Annio Shoemaker	Friends	4	16	230	0	290	120	170	214	.....	.....	.....	.....	.....	.....
1227 Friends' School*	Philadelphia, Pa. (4th and Green streets).	.....	.....	Martha Heacock	Friends .....	.....	5	87	47	40	.....	.....	.....	.....	.....	.....	.....	.....	.....
1228 Friends' Select School for Boys	Philadelphia, Pa. (820 Cherry street).	0	1833	John H. Dillingham	Friends	2	2	43	43	0	32	11	0	0	1	0	0	.....	.....
1229 Girard College for Orphans	Philadelphia, Pa.	1832	1848	Adam* H. Fetterolf, A. M., Ph. D., president.	Non-sect	0	30	1110	1110	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
1230 Mt. St. Joseph Academy	Philadelphia, Pa. (Chestnut Hill).	1858	1858	Sisters of St. Joseph	R. C. ....	.....	12	76	.....	76	76	20	76	.....	.....	.....	.....	.....	.....
1231 Philadelphia Seminary	Philadelphia, Pa. (1325 North Broad street).	.....	1871	Rebecca E. Judkins .....	.....	3	9	112	.....	112	112	37	100	2	.....	.....	.....	.....	.....
1232 Rittenhouse Academy	Philadelphia, Pa. (n. e. corner 18th and Chestnut sts.).	.....	1854	De Benneville K. Ludwig, A. M.	Non-sect	6	0	50	50	.....	20	30	10	.....	.....	5	.....	.....	.....

1223	R. S. Ashbridge and L. V. Smith's School for Young Ladies and Children.	Philadelphia, Pa. (1853 Chestnut street).	.....	1880	Misses Lydia V. Smith and Rachel S. Ashbridge.	.....	1	6	25	.....	25	15	22	.....	.....	.....
1224	Rugby Academy*.....	Philadelphia, Pa. (1415 Locust street).	.....	1865	Edward Clarence Smith, M.A.	Non-sect.	.....	12	5	160	.....	80	50	30	12	6
1225	Schleigh Academy.....	Philadelphia, Pa. (18th st. and Girard avenue).	.....	1877	Miss Fannie M. Schleigh.	Non-sect.	.....	7	44	19	25	.....	.....	.....	.....	.....
1226	School for Young Ladies.....	Philadelphia, Pa. (4117 Walnut street).	.....	1868	Annie and Sarah Cooper.	Non-sect.	.....	7	80	.....	80	18	80	.....	.....	.....
1227	School for Young Ladies*.....	Philadelphia, Pa. (1519 Walnut street).	.....	.....	Margaret S. Gibson	Non-sect.	.....	2	6	45	.....	45	.....	.....	.....	.....
1228	Supplee Institute for Young Ladies*.....	Philadelphia, Pa. (1713 Spruce street).	.....	1855	Rev. Enoch H. Supplee, A.M.	P. E.	.....	1	5	40	.....	40	20	40	.....	.....
1229	West Chestnut Street Boys' Preparatory School.	Philadelphia, Pa. (1767 Chestnut street).	.....	1877	Miss M. B. Cochran	Meth.	.....	1	7	.....	.....	.....	.....	.....	.....	.....
1240	West Chestnut Street Institute.	Philadelphia, Pa. (4035 Chestnut street).	.....	1873	Mrs. Julia A. Bogardus	Presb.	.....	1	7	50	.....	50	.....	.....	.....	.....
1241	West Chestnut Street Seminary	Philadelphia, Pa. (1707 Chestnut street).	.....	1878	Miss M. B. Cochran	Meth.	.....	2	2	30	.....	30	30	0	0	0
1242	West Green Street Institute.....	Philadelphia, Pa. (1602 Green street).	.....	1868	Martha Laird	Ev. Luth.	.....	1	5	30	.....	30	30	12	29	.....
1243	West Walnut Street Seminary for Young Ladies.	Philadelphia, Pa. (2045 Walnut street).	.....	1867	Mrs. Henrietta Kutz.	Presb.	.....	18	6	40	.....	40	40	25	35	.....
1244	St. Ursula's Academy.....	Pittsburgh, Pa. (1871 Pleasant Mount, Pa.)	.....	1870	Sister Marie Alphonse, sup'r	R. C.	.....	14	70	.....	70	.....	.....	.....	.....	.....
1245	Pleasant Mount Academy.....	Pleasant Mount, Pa. (1881 Port Royce, Pa.)	.....	1877	James H. Kennedy	Non-sect.	.....	1	100	48	52	100	.....	0	0	0
1246	Airy View Academy*.....	Port Royce, Pa. (1866 Reading, Pa.)	.....	1852	David Wilson	Presb.	.....	3	1	60	35	44	16	0	20	5
1247	Selwyn Hall*.....	Reading, Pa. (1847 Reidsburg, Pa.)	.....	1875	Lot C. Bishop	P. E.	.....	3	1	33	33	.....	.....	2	2	4
1248	Reed Institute.....	Reidsburg, Pa. (1862 Ridley Park, Pa.)	.....	1862	C. A. Gilbert, A.M.	Baptist.	.....	2	2	81	44	37	25	0	20	1
1249	Ridley Park Seminary.....	Ridley Park, Pa. (1852 Rimersburg, Pa.)	.....	1852	Caroline J. Taylor	Ref'm'd.	.....	3	25	10	15	20	.....	1	.....	.....
1250	Clarion Collegiate Institute ^a	Rimersburg, Pa. (1859 School of the Lackawanna	.....	1858	Rev. W. W. Dearrick, A.M.	Presb.	.....	4	117	68	49	73	105	20	7	2
1251	School of the Lackawanna	Saratoga, Pa. (1873 Selmsgrove, Pa.)	.....	1873	Rev. Thomas M. Cann, A.M.	Ev. Luth.	.....	4	1	67	55	12	67	67	40	3
1252	Classical department of Missionary Institute.	Selmsgrove, Pa. (1859 Sewickley Academy*.....	.....	1859	Rev. Jonathan R. Dinw, A. M., D. D.	.....	.....	4	1	67	55	12	67	67	40	3
1253	Sewickley Academy*.....	Sewickley, Pa. (1855 Swarton Hill, Pa.)	.....	1838	John Wav, Jr., sup't	R. C.	.....	3	5	107	.....	.....	.....	.....	.....	.....
1254	Academy of the Holy Child Jesus*.....	Swarton Hill, Pa. (1866 Shoemakertown, Pa.)	.....	1866	Mother Mary Walburga	P. E.	.....	8	48	48	12	48	.....	.....	.....	.....
1255	Cheltenham Academy.....	Shoemakertown, Pa. (1871 Stewartstown, Pa.)	.....	1871	Rev. Samuel Clements, A.M., D. D.	.....	.....	6	1	75	.....	5	70	28	24	12
1256	Stewartstown English and Classical Academy*.....	Stewartstown, Pa. (1855 Sugartown, Pa.)	.....	1855	Charles T. Wright, A.M.	Non-sect.	.....	1	.....	72	33	39	72	3	5	.....
1257	Sugartown Friends' School.....	Sugartown, Pa. (1857 Tonghkenamon, Pa.)	.....	1855	Louis B. Ambler	Friends.	.....	.....	32	18	14	32	0	0	0	0
1258	Tonghkenamon Boarding School.....	Tonghkenamon, Pa. (1857 Towanda, Pa.)	.....	1857	Hanna M. Cope	Friends.	.....	.....	3	44	14	30	.....	.....	.....	.....
1259	Susquehanna Collegiate Institute.	Towanda, Pa. (1850 Trappe, Pa.)	.....	1850	Edwin E. Quinlan, A.M.	Presb.	.....	4	4	254	127	200	(54)	127	9	3
1260	Washington Hall Collegiate Institute.	Trappe, Pa. (1830 Washington, Pa.)	.....	1830	Abel Rambo, A.M., Ph.D.	.....	.....	1	2	40	25	15	40	8	1	4
1261	Trinity Hall.....	Washington, Pa. (1879 Waterford, Pa.)	.....	1879	Rev. Samuel Earp, M. A., Ph.D.	P. E.	.....	6	2	52	.....	52	.....	.....	.....	.....
1262	Waterford Academy.....	Waterford, Pa. (1811 West Bridgewater, Pa.)	.....	1811	Rev. Parry A. Reno, A.M.	Non-sect.	.....	2	129	55	74	69	c30	4	5	1
1263	Petrol's Academy*.....	West Bridgewater, Pa. (1877	.....	1877	S. H. Petrol	Non-sect.	.....	2	129	55	74	69	c30	4	5	1

^a Sex not reported.

^b Revised in 1871.

^c Approximately.

^d From Report of the Commissioner of Education for 1882-'83.

^e Closed during 1883; reopened January, 1884.

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered scientific school since last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1264	Darlington Seminary for Young Ladies.	.....	1854	Richard Darlington, jr.	Friends.	3	4	63	0	63	63	28	25	.....	.....	.....	.....	.....	.....
1265	West Chester Friends' High School.	.....	.....	Fannie A. Pyle	Friends.	0	3	60	24	36	.....	16	10	.....	.....	.....	.....	.....	.....
1266	Lucretia M. B. Mitchell's School for Girls.	.....	1877	Mrs. Lucretia M. B. Mitchell.	Friends.	1	4	55	.....	55	.....	.....	40	.....	.....	.....	.....	.....	.....
1267	Westtown Boarding School.	0	1799	Jonathan G. Williams, sup't.	Friends.	6	7	242	129	113	180	62	.....	.....	.....	.....	.....	.....	.....
1268	The Wilkes-Barre Female Institute.	1854	1852	Andrew T. McClintock, president.	Presb.	0	5	85	0	85	.....	.....	.....	0	0	0	0	.....	.....
1269	Ladies' Classical Institute.	.....	1865	Sophia E. Wilson .....	.....	.....	3	67	.....	67	.....	14	7	.....	.....	.....	.....	.....	.....
1270	Williamsport Dickinson Seminary.	1848	1848	Rev. Edward J. Gray, D. D., president.	M. E.	7	6	262	121	141	6153	31	23	5	4	8	1	.....	.....
1271	Family and Day School for Girls.	.....	1874	Mrs. Helena L. Gilliat	R. C.	.....	4	50	8	42	50	8	50	.....	.....	.....	.....	.....	.....
1272	Female Academy of the Sacred Heart.	1873	1872	Ellen White	R. C.	.....	16	56	.....	56	56	1	56	.....	.....	.....	.....	.....	.....
1273	Friends' New England Boarding School.	.....	1823	Augustine Jones, A. M.	Friends.	10	7	226	126	100	135	63	50	20	2	5	0	.....	.....
1274	Miss Gardner's School for Young People.	.....	1880	Miss Ida M. Gardner .....	.....	2	4	27	2	25	27	4	27	.....	.....	.....	.....	.....	.....
1275	La Salle Academy.	.....	1871	Brother James	R. C.	9	.....	200	200	.....	200	25	32	20	.....	10	.....	.....	.....
1276	St. Mary's Young Ladies' Seminary.	1875	1874	Sister Mary Leo	R. C.	8	50	50	30	10	20	10

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1277	Polytechnic and Industrial Institute.	Bluffton, S. C.	1890	1878	Rev. James D. Robertson	Non-sect	5	5	357	187	170	357	28	18	28	62	9	6
1278	Charleston Female Seminary	Charleston, S. C. (West End, Broad street).	0	1870	Miss Etta A. Kelly	.....	3	9	100	.....	100	160	60	100	0	0	0	.....
1279	Southern Home School for Boys	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1280	Wallingford Academy	Charleston, S. C.	1868	1865	Rev. Thomas A. Grove	Presb.	3	4	651	310	341	641	9	.....	5	4	0	0
1281	Brainerd Institute	Gaffney, S. C.	1871	1871	Rev. S. Loomis, A. M.	Presb.	6	1	81	26	45	81	0	0	0	0	0	0
1282	Clinton College and High School	Clinton, S. C.	1882	1870	Prof. William S. Lee, A. M.	Presb.	2	2	99	54	45	99	10	9	.....	.....	.....	.....
1283	Cokesbury Conference School	Cokesbury, S. C.	1884	1886	C. C. Reed	M. E. So.	1	1	60	40	20	30	20	10	20	10	6	0
1284	Benedict Institute	Columbia, S. C.	0	1870	Rev. C. E. Becker, A. M., president.	By-pres.	3	3	137	81	56	132	5	1	.....	.....	1	.....
1285	Penn School	Frogmore, S. C.	0	1862	Laura M. Towne and Ellen Murray.	Non-sect	0	9	212	104	108	212	13	0	0	0	0	0
1286	Cooper-Limestone Institute	Gaffney, S. C.	.....	1881	H. P. Griffith and R. O. Sams.	Baptist	2	5	83	.....	83	83	20	12	.....	.....	.....	.....
1287	Gowensville Seminary	Gowensville, S. C.	0	1839	Rev. Thomas J. Earle	Non-sect	1	1	65	38	27	62	5	0	0	0	0	0
1288	Greenville Military Institute*	Greenville, S. C.	.....	1878	John E. Patrick	Non-sect	5	.....	111	111	.....	111	35	10	9	4	10	9
1289	Grove Station Academy	Grove Station, S. C.	0	1880	T. L. Young	Baptist	1	0	44	30	14	44	0	0	0	0	0	0
1290	English and Classical Institute	Lexington, S. C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1291	Lexington High School	Lexington, S. C.	0	1875	Edwin J. Dreher	Non-sect	1	0	45	25	20	35	10	0	0	0	2	.....
1292	Newberry Female Academy	Newberry, S. C.	.....	1857	Robert P. Smith, A. M.	Presb.	2	3	65	.....	65	35	25	15	12	.....	.....	.....
1293	Redville Female College	Redville, S. C.	1857	1856	Mrs. Laura A. Browne and Miss Eliza E. Cooper.	Non-sect	.....	.....	6	100	.....	100	.....	.....	.....	.....	.....	.....
1294	Sumter Institute	Sumter, S. C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1295	Williamston Male Academy	Williamston, S. C.	1854	1848	C. Meriwether	Non-sect	1	0	37	37	0	32	5	0	2	0	4	0
1296	Jointown Academy	Williston, S. C.	.....	1880	Boynton O'Brien, A. B.	Non-sect	2	1	169	112	57	169	48	27	48	08	21	17
1297	King Mountain Military School*	Yorkville, S. C.	1881	1855	Col. A. Coward	Non-sect	4	.....	43	43	.....	43	15	20	.....	5	5	4
1298	Yorkville High School	Yorkville, S. C.	.....	1854	J. T. Roberts, A. B.	Presb.	1	3	75	82	43	75	6	7	6	.....	3	.....
1299	Masonic Normal School	Alexandria, Tenn.	.....	.....	H. L. W. Gross and J. L. Boon, n. s.	.....	2	2	130	80	50	100	40	.....	.....	.....	.....	.....
1300	Ashland Institute	Ashland City, Tenn.	.....	1870	Joseph G. Didiot	Non-sect	1	1	83	50	33	83	8	4	.....	.....	.....	.....
1301	Beech Grove College	Beech Grove, Tenn.	1863	1877	Joseph H. Katron, A. M.	M. E.	4	1	149	97	52	122	21	4	10	6	.....	.....
1302	Kingsley Seminary	Bloomington, Tenn.	0	1884	Rev. Joseph J. Lesler	M. E.	2	1	51	31	20	.....	.....	.....	.....	.....	.....	.....
1303	Bloomington College	Bloomington, Tenn.	1884	1863	Rev. D. S. Heaton, A. M., president.	Meth.	2	7	200	.....	200	200	25	4	.....	.....	.....	.....
1304	Sullins College	Bristol, Tenn.	1874	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1305	Cairo Institute	Cairo, Tenn.	0	c1869	A. W. Young	Non-sect	.....	2	95	45	50	95	.....	.....	.....	.....	.....	.....
1306	Camden Academy	Camden, Tenn.	.....	1866	Josephus Hopwood	Christian	4	4	185	139	46	.....	25	11	.....	.....	.....	.....
1307	Milligan College*	Cave Spring, Tenn.	1882	1880	R. E. and L. T. F. Arnall	Non-sect	2	2	96	48	48	.....	3	.....	.....	2	.....	.....
1308	Centerville High School	Centerville, Tenn.	.....	1860	S. V. Wall	Non-sect	2	2	124	65	59	98	26	6	15	10	.....	.....
1309	Chapel Hill Academy	Chapel Hill, Tenn.	1859	1855	W. E. Powers	Non-sect	1	1	115	68	47	.....	.....	.....	.....	.....	.....	.....
1310	Charleston High School	Charleston, Tenn.	1871	1872	Rev. Milton R. M. Burke	Non-sect	2	1	100	40	60	100	0	0	0	.....	.....	.....
1311	Chattanooga High School	Chattanooga, Tenn.	1863	1867	J. E. L. Seneker	Non-sect	1	1	95	48	47	84	16	5	.....	.....	3	2
1312	Church Hill High School	Church Hill, Tenn.	1882	1882	W. J. J. Terrill, A. B.	Non-sect	2	2	165	100	65	165	6	.....	.....	.....	1	.....
1313	Cog Hill College	Cog Hill, Tenn.	1870	1865	George D. Holmes, A. M.	Non-sect	1	3	125	15	110	125	10	0	.....	.....	.....	.....
1314	Trifton Female Seminary*	Covington, Tenn.	1832	1855	W. R. Webb, A. M., and J. M. Webb, A. M.	M. E. So.	4	1	154	137	17	13	141	103	.....	.....	.....	.....
1315	Culleoka Institute	Culleoka, Tenn.	1868	1870	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1316	Decaturville Academy	Decaturville, Tenn.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* There is also a scientific course, in which there are 42 students.

c Reorganized in 1873.

* From Report of the Commissioner of Education for 1882-'83.

a For the winter term.

TABLE VI. — *Statistics of institutions for secondary instruction for 1883-'84, &c. — Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Tennessee Valley College	Evansville, Tenn.	.....	1882	Prof. W. E. Stephens.	.....	2	2	92	49	43	65	25	15	30	25	40	20
Flag Pond Seminary*	Flag Pond, Tenn.	0	1869	John C. McEwin, A. M.	Baptist.	1	1	125	70	55	125	40	20	50	15	5	3	
Friendsville Academy*	Friendsville, Tenn.	1880	1865	W. V. Marshall, A. B.	Friends.	1	2	113	60	55	99	6	0	0	0	0	0	
Warren College.	Fultons, Tenn.	.....	1883	J. C. Wright	M. E.	1	2	136	69	67	101	35	30	50	3	2	2
Gordonsville Academy	Gordonsville, Tenn.	1883	1883	J. T. Williams, A. B., and N. L. Gold, B. S.	Non-sect.	2	2	106	60	46	106	2	.....	4	4	1	1
Walnut Grove High School.	Near Gravesdon, Tenn.	.....	1869	George W. Fox, A. B.	Non-sect.	2	5	191	106	85	191	33	25	.....	.....	.....	.....
Henderson Masonic Male and Female Institute.	Henderson, Tenn.	.....	1874	G. M. Savage, A. M., chairman of faculty.	Non-sect.	2	2	58	28	30	58	.....	.....	.....	.....	.....	.....
West Tennessee Seminary	Hollow Rock, Tenn.	.....	1874	Rev. Joseph J. Losier	M. E.	2	1	58	28	30	58	.....	.....	.....	.....	.....	.....
Old Fellows' Male and Female College.	Humboldt, Tenn.	.....	1871	S. A. Mynders	.....	2	6	405	175	230	200	205	25	.....	.....	.....	.....
Irving College	Irving College, Tenn.	1882	.....	E. B. Etter, president	.....	2	1	130	80	50	130	10	.....	8	2	.....	.....
Taylor Institute	Jackson, Tenn.	1855	1856	William H. Walker	Non-sect.	1	2	70	30	40	70	8	.....	4	.....	3	.....
Sam Houston Academy	Jasper, Tenn.	1852	1852	John St. Templin	Cumb. P.	3	3	99	48	51	99	10	15	10	0	.....	.....
Clear Spring Academy	Jockey, Tenn.	1881	1881	L. H. Milliken	Non-sect.	1	11	40	9	31	40	8	0	2	.....	.....	.....
La Grange Female School*	La Grange, Tenn.	.....	1881	W. J. Grauniss, A. M.	Cumb. P.	2	3	54	54	54	54	5	5	0	0	.....	.....
Cumberland University School for Girls.	Lebanon, Tenn.	.....	1877	Mrs. N. Lawrence Lindsley	Non-sect.	3	3	32	32	32	32	1	4	.....	.....	.....	.....
Greenwood Seminary*	Near Lebanon, Tenn.	.....	1852	A. B. Hood, B. A.	Non-sect.	2	1	147	70	77	120	5	.....	.....	.....	.....	.....
Masonic Academy	Liberty, Tenn.	1879	1869	A. B. Hood, B. A.	Non-sect.	2	1	147	70	77	120	5	.....	.....	.....	.....	.....
Linden Academy	Linden, Tenn.	.....	1879	William F. Anderson	Union.	1	1	118	94	24	82	36	18	6	8	3	4
Savannah Grove Academy	Long Savannah, Tenn.	1875	1875	Rev. E. J. McCroskey, A. B.	Cumb. P.	1	3	212	121	66	55	.....	.....	.....	.....	.....	.....
London High School*	London, Tenn.	1870	1870	Rev. E. J. McCroskey, A. B.	Cumb. P.	1	3	212	121	66	55	.....	.....	.....	.....	.....	.....
Lynchburg Normal*	Lynchburg, Tenn.	1855	1855	Charles W. Estill	Non-sect.	1	1	89	38	51	89	13	.....	.....	.....	.....	.....

	1838	1839	1840	1841	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837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TABLE VI. — *Statistics of institutions for secondary instruction for 1883-'84, &c. — Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1378 Woolsey College.....	Woolsey College, Tenn...	0	1875	Cassius R. Manning.....	F. W. B.	4	4	29	15	14	26	3	...	...	...	...	...
1379 New Hope Academy.....	Alto, Tex.....	...	1882	D. W. Tidwell.....	...	4	1	65	25	40	20	20	8	6	4	...	...
1380 Austin College.....	Austin, Tex.....	...	...	A. W. T. Cline.....	...	4	...	...	...	...	...	...	...	...	...	...	...
1381 Texas German and English Academy.....	Austin, Tex.....	...	1877	Jacob Bickler, A. M.....	...	4	125	125	...	...	...	...	...	...	...	...	...
1382 Bell's High School.....	Bell's, Tex.....	...	...	Charles Carlton, president.....	...	2	3	203	101	102	203	5	0	...	...	23	...
1383 Carlton College.....	Bonham, Tex.....	1882	1882	W. D. Allen, president.....	Non-sect	2	3	90	90	20	12	5	...	...	...	...	...
1384 Masonic Female Institute.....	Bonham, Tex.....	...	...	W. B. Butler.....	...	...	...	...	...	...	...	...	...	...	...	...	...
1385 East Around Academy.....	Bridgeport, Tex.....	...	1889	Rev. P. F. Parson.....	R. C.	2	1	50	50	...	50	...	15	3	2	...	...
1386 St. Joseph's College.....	Buffalo Gap, Tex.....	...	1882	J. N. Ellis.....	Epish. P.	2	1	172	80	92	170	2	2	0	0	0	0
1387 Buffalo Gap High School.....	Buffalo Gap, Tex.....	0	1871	Henry McD. Fletcher.....	Non-sect	2	1	140	90	50	48	18	4	4	0	0	0
1388 Clarksville High School.....	Clarksville, Tex.....	...	...	W. F. Rogers, president.....	...	...	...	...	...	...	...	...	...	...	...	...	...
1389 Comanche College.....	Comanche, Tex.....	...	...	J. M. Dunn.....	...	...	...	...	...	...	...	...	...	...	...	...	...
1390 Dangerefield High School.....	Dangerefield, Tex.....	...	...	A. W. Wilson.....	...	...	...	...	...	...	...	...	...	...	...	...	...
1391 Dodd City High School.....	Dodd City, Tex.....	...	1887	A. L. Peterman.....	M. F. So.	2	3	120	54	66	110	10	8	30	...	...	...
1392 Fairfield College.....	Fairfield, Tex.....	1881	1881	Perceval M. White, n. a., president.....	M. E.	1	3	143	65	78	...	...	...	...	...	...	...
1393 Texas Wesleyan College.....	Fort Worth, Tex.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1394 Jones' Male and Female Institute*	Goliad, Tex.....	1881	1881	Rev. Charles P. Westbrook, n. s., president.....	Non-sect	1	3	130	55	75	13	...	...	6	4	...	...
1395 Gonzales Male and Female School.....	Gonzales, Tex.....	0	1885	J. H. Ransom.....	Non-sect	2	2	213	100	113	150	20	30	10	...	2	...
1396 Sabine Valley University.....	Hemphill, Tex.....	1879	1877	T. G. Arnold.....	Non-sect	2	1	90	42	48	80	10	0	...	...	0	...
1397 Homer Male and Female High School.....	Homer, Tex.....	1880	1880	Frank P. Crow.....	Meth.	1	1	94	49	45	94	8	0	8	...	...	...

1398	Honey Grove High School.....	1882	A. W. Wilburn.....	Non-sect	4	3	187	102	85	8	15
1399	Walcott Institute.....	1881	J. S. Kendall.....	M. E. So.	4	3	187	102	85	8	15
1400	Alexander Institute.....	1873	Rev. Isaac Alexander.....	M. E. So.	4	3	120	57	63	120	.....
1401	Lancaster Masonic Institute.....	1876	W. E. Clark.....	Non-sect	2	1	88	42	46	88	7	
1402	East Texas Academic Institute.....	0	Maj. John M. Richardson.....	Baptist	2	1	88	42	46	88	7	
1403	Bishop Baptist College.....	0	Rev. S. W. Culver, A. M., president.	Baptist	3	4	202	125	77	177	24	
1404	Wiley University.....	1882	Rev. William H. Davis, A. M., president.	M. E.	3	3	269	128	81	d180	6	
1405	Mexia Polytechnic Institute*.....	1880	Milton Park.....	Non-sect	1	3	151	68	83	122	29	
1406	Summer Hill Select School.....	1881	A. W. Orr.....	Meth	3	3	130	80	50	64	21	
1407	Hubbard College.....	1880	C. C. Doyle.....	Meth	1	1	145	80	65	100	0	
1408	Aiken Institute.....	.....	J. B. Lytle.....	M. E.	.....	.....	.....	.....	.....	.....	0
1409	Paris School*.....	.....	Rev. J. C. Carter.....	M. E.	.....	.....	.....	.....	.....	.....	0
1410	Plano Institute.....	.....	W. F. Munster and T. G. Harris.	Non-sect	1	1	64	36	28	64	12
1411	Rhea's Mill Academy*.....	1881	L. Lee Dye, A. B.....	Non-sect	1	27	15	12	27	23	1	
1412	English-German Academy.....	0	A. Berlinger.....	Non-sect	1	27	15	12	27	23	1	
1413	Rutgersville College.....	1874	J. W. Schuwrith.....	Non-sect	3	3	221	124	97	221	64	
1414	Alumna German-English School.....	1857	William Barbeck.....	P. E.	2	2	20	20	20	8	2	
1415	German-English School.....	1870	Mrs. L. N. Edmunds.....	P. E.	1	10	72	0	72	0	11	
1416	High School for Young Ladies*.....	1880	Phillipa G. Stevenson.....	R. C.	14	0	450	450	0	450	0	
1417	St. Mary's Hall.....	1852	Brother Faith.....	R. C.	17	17	250	250	250	100	100	
1418	St. Mary's Institute.....	0	Sister St. Isabel, superior.....	M. E.	2	6	231	105	126	.....	.....
1419	Orsullivan Convict.....	1869	R. O. Townsend, A. M.....	M. E.	2	6	231	105	126	.....	.....
1420	Coronal Institute*.....	1879	R. R. Halsell.....	M. E.	26	90	.....	.....	.....	.....	.....
1421	Savoy College.....	1870	Judge J. M. Owens.....	M. E. So.	2	7	100	.....	90	181	15
1422	North Texas Female College*.....	1879	J. G. Nash, A. M., president.....	Baptist	3	3	165	85	80	165	10	
1423	Sherman Female Institute*.....	1876	Rev. John W. Adkisson, A. M.....	M. E. So.	3	3	165	85	80	165	10	
1424	Central College.....	1884	L. W. yer.....	R. C.	4	85	.....	.....	25	1	30
1425	St. Joseph's College and Diocesan Seminary.....	1860	Oris S. Johnson.....	Non-sect	1	2	134	73	61	107	27	
1426	Brightman Academy.....	1849	Edward H. Dutcher, A. B.....	Cong	3	4	102	49	53	77	25	
1427	Barre Academy.....	1879	Alston W. Dana.....	Univer	4	5	240	130	110	15	30	
1428	Godard Seminary.....	1863	Miss Jane Haggood.....	P. E.	5	5	30	.....	30	.....	.....
1429	St. Agnes' Hall.....	1869	Henry H. Ross, A. M.....	P. E.	5	1	45	0	27	18	8	
1430	Vermont Episcopal Institute.....	1857	Rev. George S. Chase.....	Non-sect	1	4	159	53	86	118	3	
1431	Derby Academy.....	1839	A. C. Ferrin, A. B.....	Non-sect	2	2	55	24	31	38	17	
1432	Essex Classical Institute.....	1853	Albert G. Cox, A. M.....	Baptist	1	1	86	42	44	80	0	
1433	New Hampton Institution.....	1852	D. S. Waterman.....	Univer	1	1	77	42	35	74	3	
1434	Orleans Liberal Institute.....	1845	Miss H. Sibyl Swett, princ- pal; Rev. Dr. Swett, rector.	P. E.	2	2	67	33	34	67	5	
1435	Champlain Hall.....	0	R. W. Hulburd.....	Non-sect	1	2	85	40	45	70	15	
1436	Lamouille Central Academy.....	1857	John Pickard, A. B.....	Non-sect	1	4	100	81	109	143	47	
1437	Black River Academy.....	1837	Walter E. Ranger, A. M.....	Non-sect	1	4	178	67	111	110	15	
1438	Lyndon Institute.....	1867	David B. Locke.....	Cong	2	1	61	24	27	11	5	
1439	McIndoe's Falls Academy.....	1853	.....	Cong	1	1	51	24	27	140	12

* From Report of the Commissioner of Education for 1882-'83.
 a Deceased December 25, 1883.
 b English course and modern languages combined.
 c Sex not reported.
 d These in common English; there were 4 students in the literary, 3 in the normal, and 5 in the scientific course.
 e Reorganized in 1876.
 f Reorganized in 1883.

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c. — Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1440 Newbury Seminary and Ladies' Institute.	Newbury, Vt.	1833	1834	Rev. S. L. Eastman, A. M.	Meth.	2	3	150	100	50	130	20	.....	.....	.....	.....	.....	.....	.....
1441 Breman Academy.	New Haven, Vt.	1869	1869	Curtis C. Gove, A. M.	Non-sect	2	3	114	60	54	80	35	0	8	7	5	0	0	0
1442 Caledonia County Grammar School.	Peacham, Vt.	1793	1797	C. A. Bunker, A. M.	Non-sect	1	4	117	88	60	25	0	25	0	0	0	0	0	0
1443 Troy Conference Academy.	Poultney, Vt.	1834	1837	Rev. Chas. H. Duntton, A. M.	M. E.	6	6	240	140	100	156	60	24	37	8	7	.....	.....	.....
1444 Via Barlow Boarding and Select School of the Sisters of Notre Dame.	St. Albans, Vt.	.....	1870	Sister St. Wilfrid	R. C.	.....	9	260	.....	260	200	200	.....	.....	.....	.....	.....	.....	.....
1445 Convent of Notre Dame.	St. Johnsbury, Vt.	.....	.....	Chas. E. Priney, A. M.	Non-sect	4	8	355	105	160	200	125	50	75	50	20	8	.....	.....
1446 St. Johnsbury Academy.	St. Johnsbury, Vt.	1842	1843	Horace M. Willard, A. M.	Baptist	4	5	150	80	70	110	40	30	30	10	5	4	.....	.....
1447 Vermont Academy.	Saxton's River, Vt.	.....	1876	Chas. Hial Darling.	Univer.	1	2	82	53	29	37	20	.....	3	1	.....	.....	.....	.....
1448 Green Mountain Perkins Academy.	South Woodstock, Vt.	1848	1848	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1449 Theford Academy.	Theford, Vt.	1819	1819	B. M. Weld, A. M.	Cong.	1	2	70	30	40	60	6	4	.....	.....	.....	.....	.....	.....
1450 Leonard Gray Seminary.	Townshend, Vt.	1834	1835	Frank B. Spaulding, A. B.	Baptist	1	1	260	(260)	.....	0	0	.....	0	0	.....	.....	.....	.....
1451 School of the Bluetone Mission.	Abbyville, Va.	.....	1880	Rev. John A. Ramsay	U. M.	1	3	260	(260)	.....	0	0	.....	0	0	.....	.....	.....	.....
1452 Abington Male Academy.	Abington, Va.	1823	1823	James B. Baker	Non-sect	2	9	40	40	40	40	7	40	.....	.....	.....	.....	.....	.....
1453 Academy of the Visitation.	Abington, Va.	1876	1876	Mother Benedicta Fenwick	R. C.	.....	.....	67	67	14	23	.....	.....	.....	.....	.....	.....	.....	.....
1454 Stencowia African Institute.	Abington, Va.	1868	1868	Alexander Q. Holladay	Presb.	2	2	67	67	67	14	23	.....	.....	.....	.....	.....	.....	.....
1455 Alexandria Academy.	Alexandria, Va.	1880	1880	Wm. H. Greenwell	P. E.	1	5	69	60	55	5	5	.....	.....	.....	.....	.....	.....	.....
1456 Clarendon School.	Near Alexandria, Va.	0	1877	Miss Virginia Mason	P. E.	1	5	25	0	25	23	4	19	0	0	0	0	0	0
1457 Episcopal High School of Virginia.	Near Alexandria, Va.	1854	1854	Leuncefot M. Blackford, M. A.	P. E.	6	113	113	113	113	99	61	.....	.....	.....	2	2	.....	.....
1458 P. Glouce Academy.	Alexandria, Va.	.....	1869	John S. Blackburn	R. C.	2	.....	49	49	46	25	21	.....	.....	.....	.....	.....	.....	.....
1459 St. John's Academy.	Alexandria, Va.	0	1833	Richard L. Carne, A. M.	R. C.	5	1	93	83	0	63	30	2	10	0	2	0	.....	.....

[illegible]

b Average for a term.

The Ycates' schools are about six miles apart; they have the same board of trustees and are supported by private endowment.

* From Report of the Commissioner of Education for

TABLE VI. — Statistics of institutions for secondary instruction for 1883-84, &c. — Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.												Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
1498 Evansville Seminary.....	Evansville, Wis.....	1855	1855	J. Emory Coleman, A. M.....	F. Meth.	2	4	141	75	66	1	2	12								
1499 Merrill Institute.....	Fond du Lac, Wis.....	1869	1866	Miss Ida C. V. Martin.....	Non-sect.	3	4	40		40											
1500 Fox Lake Seminary (Academy).....	Fox Lake, Wis.....	1871	1875	Mrs. Julia A. Warner.....	Non-sect.	4	6	67	10	57	58	4	5	0	0	0	0	0	0		
1501 Lake Geneva Seminary.....	Geneva, Wis.....	1871	1869	J. B. Silsbee.....	Non-sect.	2	2	60	45	15	60	0	15								
1502 Janesville English Academy*.....	Janesville, Wis.....	0	1880	Very Rev. P. Antonius Rot- tenstener.	R. C.	11	89	89	89		89	63	89	26	60						
1503 Marshall Academy.....	Marshall, Wis.....		1865	Sister Mary Utha.....	R. C.		5	203	90	113											
1504 St. Lawrence College*.....	Marshfield, Wis.....		1882	W. H. Pearce.....	R. C.		5	140	140		140										
1505 St. Mary's Catholic School.....	Merrill, Wis.....		1882	Emil Hamann.....	Ev. Luth.		5	227	130	97	227										
1506 Concordia College.....	Milwaukee, Wis.....		1851	I. Keller.....	Non-sect.		10	5	227	130	97	227									
1507 German and English Academy.....	Milwaukee, Wis.....		1851	Rev. Isidore J. Doudreaux, s. j., president.	R. C.		8	138	138		138	70									
1508 Gymnasium of the Missouri Synod.....	Milwaukee, Wis.....		1864	Sister Mary Ernesta, s. s. of N. D.	R. C.		2	16	353	35	348	383									
1509 Marquette College.....	Milwaukee, Wis.....		1869	Sister M. F. Seraphica, s. s. OF N. D.	R. C.		4	18	124		124	104									
1510 Progymnasium of the Missouri Synod.....	Milwaukee, Wis.....		1869	Grace P. Jones.....	P. E.		5	40		40	40	10									
1511 Progymnasium of the Missouri Synod.....	Milwaukee, Wis.....		1869	Very Rev. William Becker, s. j., president.	R. C.		14	112	112		42	58	102								
1512 St. Mary's Convent Day School.....	Milwaukee, Wis.....		1869																		
1513 St. Mary's Institute.....	Milwaukee, Wis.....		1869																		
1514 Oconomowoc Seminary.....	Oconomowoc, Wis.....		1855																		
1515 College and University of the Sacred Heart.....	Prairie du Chien, Wis.....		1881																		

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^b Date of organization of the academy for young men, a department of Fox Lake Seminary. School not in session during this year.

* From Report of the Commissioner of Education for 1882-'83.
 † Rechartered in 1880.

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TABLE VI. — *Statistics of institutions for secondary instruction for 1883-'84, &c. — Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1643	Waverley Seminary	Washington, D. C. (1637 I street).	.....	Miss S. A. Lipscomb	Non-sect	3	6	53	0	53	53	4	12	.....	.....	.....	.....
1644	West End Seminary	Washington, D. C. (1915 Washington street).	.....	Miss Virginia Faust .....	.....	.....	3	25	.....	25	.....	.....	.....	.....	.....	.....	.....
1645	Young Ladies' Seminary	Washington, D. C. (1730 West Washington avenue).	.....	Miss M. J. Harrover	P. E.	1	4	20	.....	20	.....	.....	.....	.....	.....	.....	.....
1646	West Washington School for Girls*	West Washington, D. C. (2928 P street).	1881	Miss Margaret H. Lee	Non-sect	1	3	50	0	50	50	.....	30	0	0	0	0
1647	Lewis Collegiate Institute	Lewiston, Idaho	1882	Rev. Levi Tarr, A. M.	M. E.	1	2	74	31	43	23	15	5	3	10	0	0
1648	Harrell International Institute	Muskogee, Ind. Ter.	1881	Rev. Theodore F. Brewer ..	M. E. So.	1	4	142	60	82	142	.....	.....	.....	.....	.....	.....
1649	Spencer Academy	Nelson (Choctaw Nation), Ind. Ter.	1842	Rev. H. R. Schermerhorn ..	Presb.	3	1	80	80	.....	80	5	.....	.....	.....	.....	.....
1650	New Hope Female Seminary*	Oak Lodge, Ind. Ter.	1842	Rev. E. R. Shapard	M. E. So.	84	.....	53	.....	53	.....	.....	.....	.....	.....	.....	.....
1651	Cherokee Female Seminary	Near Tahlequah, Ind. Ter.	1850	Miss E. Florence Wilson ..	Non-sect	0	5	100	.....	100	.....	.....	.....	.....	.....	.....	.....
1652	Cherokee National Male Seminary.	Tahlequah, Ind. Ter.	1850	W. I. Davis, A. M.	Non-sect	3	1	110	.....	110	80	30	.....	.....	.....	.....	.....
1653	Indian University	Tahlequah, Ind. Ter.	1881	A. C. Bacone, A. M., president	Baptist.	2	3	138	69	69	116	22	.....	.....	.....	.....	.....
1654	Chickasaw Male Academy*	Tishomingo, Ind. Ter.	1844	B. W. Carter	Non-sect	2	0	60	60	0	60	10	.....	0	0	0	0
1655	St. Vincent's Academy*	Holena, Mont.	1866	L. E. Palladino	R. C.	5	5	85	.....	85	50	20	15	.....	.....	.....	.....
1656	St. Nicholas Academy	Bernalillo, N. Mex.	1872	Rev. Brother Gabriel of Mary.	R. C.	2	2	264	137	127	48	15	15	10	.....	3	.....
1657	Academy of the Visitation*	Las Cruces, N. Mex.	1870	Sister M. Praxedes, superior	R. C.	.....	7	185	60	125	100	.....	.....	.....	.....	.....	.....
1658	Las Vegas Academy	Las Vegas, N. Mex.	1880	Walter H. Ashley, A. M., M. D.	Non-sect	3	4	228	128	100	.....	.....	.....	.....	.....	.....	.....
1659	Las Vegas College	Las Vegas, N. Mex.	1877	Rev. Dominic Pantunella, S. J.	R. C.	12	.....	269	269	.....	42	16	209	7	27	21	.....
1660	The Albuquerque Academy	New Albuquerque, N. Mex.	1879	Prof. A. S. McPherson	Cong.	1	5	327	177	150	287	10	40	2	.....	.....	.....

1561	Academy of Our Lady of Light	1874	1853	Mother Francisca Lamy	R. C.	8	124	124	1	2	...
1562	Christian Brothers' College	1874	1859	Brother Botolph	R. C.	1	3	107	64	43	...
1563	Santa Fé Academy	1878	1878	J. S. Eastman, A. M., M. D.	Presb.	1	2	92	44	43	...
1564	Willard Academy	...	1879	Miss Clara Pierce	Cong.	...	2	76	45	31	...
1565	Hooper Free School	...	1881	Miss Abby E. Parks	Cong.	1	2	88	(88)	...	...
1566	CACHE Valley Seminary	...	1878	Mrs. C. M. Parks	Presb.	1	1	43	25	17	...
1567	St. John's School*	1873	1878	Miss Ellen M. Thompson	P. E.	0	3	135	69	66	...
1568	Wahsatch Academy	...	1875	Mrs. Cora C. Crawford	Presb.	0	2	120	64	56	...
1569	Ogden Academy	...	1880	Rev. A. W. Adkinson	M. E.	1	2	160	(160)	...	...
1570	Brigham Young Academy*	...	1870	Prof. Charles G. Davis	P. E.	1	2	432	225	207	432
1571	School of the Good Shepherd	...	1875	Karl G. Maeser	Lat. D. S.	6	2	1	61	24	37
1572	Provo Seminary	...	1875	Erastus Smith	M. E.	2	1	7	91	37	54
1573	Rowland Hall	...	1871	Mrs. Olive C. Beauchamp	P. E.	3	10	498	254	234	91
1574	St. Mark's School	...	1867	Rev. G. D. B. Miller, A. M.	P. E.	3	2	498	254	234	91
1575	St. Mary's Academy*	...	1875	Sister Superior	P. E.	3	2	498	254	234	91
1576	Salt Lake Academy*	...	1878	Edward Bonner, A. M.	P. E.	3	2	498	254	234	91
1577	Salt Lake Collegiate Institute	...	1878	Rev. J. P. Morris	Cong.	2	4	220	122	100	200
1578	Salt Lake Seminary	...	1875	John McO. Covert, Pitt. D.	Cong.	2	4	220	122	100	200
1579	Tooele Seminary*	...	1871	Rev. Thomas W. Lincoln, A. M.	Presb.	2	4	240	135	105	...
1580	Alden Academy	...	1871	Rev. J. P. Morris	M. E.	1	1	67	51	26	67
1581	Chualar Valley Academy	...	1879	Prof. E. O. Fadoe, B. D.	Cong.	2	3	38	22	10	23
1582	Benj. Cheney Academy	...	1882	James W. Dow	Bapt.	2	2	200	105	95	200
1583	Colfax Academy	...	1881	E. T. Trimble	R. C.	1	2	84	38	46	82
1584	Colville Indian Industrial Boarding School for Boys	...	1880	Rev. A. M. Folchi, S. J.	R. C.	4	...	20	20	20	20
1585	Stellacoom Normal Academy	...	1882	Rev. A. T. Burnell, A. M.	Cong.	1	2	65	30	35	...
1586	St. Paul's School	...	1886	Rev. Peter Foops	R. C.	3	...	115	115	(115)	...
1587	St. Mary's School	...	1872	Rev. Henry D. Lathrop, D. D.	P. E.	1	1	8	102	102	20
1588	St. Mary's School	...	1870	Sister Alberta	R. C.	0	4	85	35	50	...

^b Sex not reported.
^c Reincorporated March 22, 1883.

* From Report of the Commissioner of Education for 1882-83.
 a Reopened 1882.

TABLE VI. — *Statistics of institutions for secondary instruction for 1883-'84, &c.*—Continued.

NOTE. — x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.					Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.			
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
Andrews Institute.....	x		x	x	0	0			\$26	\$5,000	(a)			52	January 1.	
Trinity Normal School.....	x		x	x	0	0		10	8	15,000		\$0	\$414	36	October 1.	
Wilcox Female Institute*.....	x	x	x	x	0	0		0	630	7,000		0		40	September 3.	
Carroll Male and Female Academy.....	0	0	x	x	x	x	0	0	630	4,000	0	0	1,500	38	September 15.	
Dadeville Masonic Institute.....	0	0	x	x	x	x	0		e ² -4	2,500			1,000	40	October 1.	
Dadeville Select High School.....	0	0	x	x	0	0		6	20-50	1,500	0	0	d ¹ ,000	40	September.	
Male High School*.....	x				0	0			25	e ² ,000				36	September 4.	
Snow Hill Academy.....			x	x	0	0		0	20-40	2,000			2,500	38	September 15.	
Gaylesville High School.....			x	x	0	0			13-31 ¹	1,000			1,600	36	Oct. 1st Monday.	
Green Springs School.....	0	0	0	0	x	x	2,500	50	f ¹ 165		0	0		37	October 1.	
South Alabama Female College.....		x	x	x	0	0	75	36	0	2,500	0	0	0	40	September 1.	
Lowry's Industrial Academy.....		x	x	x	0	0			20-40	2,500	0	0	2,000	40	Sept., 1st Monday.	
La Fayette Male and Female High School.....	0	0	x	x	0	0				2,000				40	Sept., 1st Monday.	
Cedar Grove Academy.....	0		0				50		30-50							
Richardson's Select School.....	x	x	x	x	x	x	663		0				3,000	52	October 1.	
Hamner Hall.....		x	x	x	0	0	600	28	30-60	20,000	0	0	7,000	36	September 30.	
William and Emma Austin College.....		x	x	x	0	0	378	0	173-42 ¹	7,000	0	0	1,750	40	September 3.	
Young Ladies' Academy of the Visitation.....	x				x	x	2,000									
Germania Institute.....		0	x	x	0	0	3,500	100	640	5,000			3,000	40	September.	
Talladega College.....	0	x	x	x	0	0			8-10	96,800	\$22,000	1,110	1,393	32	Oct. 1st Tuesday.	
Talladega Male High School.....	0	x	0	0	0	0	30-50		30-50	1,500			2,000	40	Sept., 1st Monday.	
Park High School*.....							3,000	400	685					38	September.	
Central Collegiate Institute.....	x	x	x	x	0	0	300	50	15-40	20,000			1,800	40	September 4.	
Arkadelphia Baptist High School.....	0	0	x	x	x	x	0		60	1,000	0	0	1,400	40	Sept., 1st Monday.	
Austin Institute*.....	0	0	x	x	0	0			20	1,500	0	0	200	36	October 2.	
Scientific and Normal School.....	x		x	x	0	0	100	100	9-27	5,500			1,012	36	September 1.	

[illegible]

* From Report of the Commissioner of Education for 1882-83.
a 100 acres of land.
b Average charge.
c Charge for a month.
d Estimated.
e Grounds and buildings.
f Includes board.
g Income from sale of mulberry trees and silk worm eggs.
h For four months.
i Buildings destroyed by cyclone in 1883, and only partially rebuilt at the date of this report.
j Buildings destroyed by a cyclone in November, 1883, and school temporarily closed.
k Private library.

TABLE VI.—*Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
67 Trinity School*.	x	x		x		x			\$12-120	\$20,000				44	July.
68 University (City) College.									115-137½	19,000	\$0	\$0	\$10,500	44	July.
69 Urban School.									100-150					40	July 28.
70 Van Ness Seminary.			x	x	x	0	0	0	50-150				7,957	40	August 1.
71 Miss West's School for Girls.			x	x	x	0	0	0	43-144	20,000				44	July 17.
72 Zetiska Institute.			x	x	x	0	0	0	32-40	3,200			800	40	August 14.
73 Home Seminary.	0	x	x	x	x	0	0	0	62-70	35,000				40	August.
74 Laurel Hall.			x	x	x	x	400	20	6400-500					20	July.
75 St. Matthew's Hall.	x	x	x	x	x	x	400	400	135-300	15,000			3,800	42	August 1.
76 San Rafael Institute.			x	x			275	150	150	15,000			3,900	44	July 21.
77 School of the Holy Cross.			x	x	0	x	2,500	50	150	8,500				40	August 5.
78 California Normal and Scientific School.															
79 San Joaquin Valley College.		x	x	x	x	x	800	75	40	15,000	15,000	480	4,000	36	Sept. 1st Wedn'y.
80 Colorado Seminary.	x	x	x	x	x	x	800	50	80	100,000				40	September 3.
81 Wolfe Hall.	x	x	x	x	x	x	2,500	150	60	100,000	41,500		12,000	40	September 3.
82 Tillotson Academy.		x	x	x	0	0	30	30	25	12,000	0	0	700	37	Sept. 1st Monday.
83 Academy of the Holy Family.		x	x	x	0	0	250	8						38	September 1.
84 Golden Hill Institute and Family Boarding School.	x	x	x	x	0	x	1,675	17	100	25,000	0	0	470	40	September.
85 Hillside Seminary*.		x	x	x	x	x	300		50-100	23,000				36	September 20.
86 Curtis School for Boys.	x	x	x	x	x	x			6350					38	September.
87 Morgan School.		x	x	x	x	x	1,400	100	20					39	Sept. 1st Tues.
88 Bacon Academy.	0	0	x	0	x	0	300	0	16-24	5,000	3,500	1,900	100	40	Sept. 1st Mon.
89 Elmwood School.		x	x	x	0	0							700		
90 Durham Academy.		x	x	x	x	x	1,500	30	30	5,000	0			40	Sept. 1st Mon.
91 Branard Academy.		x	x	x	x	x	300	0	20	8,000		112			
92 Miss Haines's School for Young Ladies and Girls.	x	x	x	x	x	x	300		6600	40,000				37	September 24.

TABLE VI.—*Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
137 Bartow Classical and Scientific Institute.	x	x	x	x	0	x			\$21 1/2	\$1,500	\$0	\$0	\$1,200	40	Sept., 1st Mon.
138 Cedar Creek High School.									10 2/3-21	1,500				32	Jan., 1st Mon.
139 Albany Female Seminary.			x	x					27, 35					38	September 8.
140 Boys' High School*.	x	0	0	0	x	x			40				1,500	40	September.
141 Sterne's Institute.	x		x	x	0	0	220	0		550			808	40	September.
142 Mulberry Grove Academy*.					0	0	600		30-50					42	January 30.
143 Home School for Young Ladies.	x	x	x	x	0	0	200		4	2,000				18	September 20.
144 Atlanta Baptist Female Seminary.			x	x	0	0	1,200	500	8	20,000			14,000	33	October 1.
145 Atlanta Female Seminary.	x	x	x	x	x	x	300		53	50,000			2,500	40	September 3.
146 Storrs School*.			x	x	0	0	0	0	10	9,000				40	September 1.
147 West End Academy.	x	x	x	x	0	0	0		10	10,000				41	September 1.
148 Bainbridge Academy.							2,000		22 1/2	12,000			6,000	24	
149 Gordon Institute*.	x	x	x	x	x	x	0	0	40	300	0	0		40	August 21.
150 Union Academy*.	0	0	0	0	0	0	15		20	2,500	0	1,000	800	40	January 1.
151 Jackson Academy*.			x	x	0	0	0		22					40	January 15.
152 Bond's Academy.	0	0	0	0	0	0	0		25	300	0			40	January.
153 Boston Academy.	0	0	0	0	0	0	0		16-32	1,500				38	January.
154 Braswell High School.									62					32	
155 Buford Academy.									22 1/2					32	
156 Butler Female College and Male Institute.	x	x	x	x	0	0			61 1/2	10,000			1,800	40	September 1.
157 Calhoun Academy*.									25	2,000			900	40	January.
158 Calvary High School.			x	x					25					40	
159 Canak Academy.									18-30					40	January 1.
160 Camilla Academy.	x	x	x	x	0	0			23					22	
161 Cherokee High School.									15	1,000			1,000	44	October 1.

	La Grange Male High School.....	0	0	0	0	0	0	0	0	0	0	30	5,000	0	0	0	40
232	La Grange Seminary.....	0	x	x	x	x	x	x	x	x	x	44	4,000	0	0	214	September.
233	Lawrenceville Seminary.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	October 1.
234	Meson Academy.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	36
235	Liberty Hill High School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
236	Lincolnton High School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	38
237	Washington Institute.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	39
238	Lumpkin High School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	January 1.
239	Luthersville High School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24
240	Luthersville Institute.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	August.
241	St. Mary's Institute.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	38
242	Lowell Normal Institute.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
243	School for Girls.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	38
244	Female High School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	October 1.
245	Forest Home Institute.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12
246	Madison Male High School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
247	Temperance Hill High School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	September 1.
248	Montezuma Male and Female In-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	February 1.
249	stutute.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	September 1.
250	Marietta Institute.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	October 1.
251	Marietta High School (Male)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	January 8.
252	Marshallville High School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	January 15.
253	Marshallville Institute.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	January 3.
254	Arterberry's Academy.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	October 1.
255	Johnston Male and Female In-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	January.
256	stitute.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
257	Montezuma Male and Female In-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	September 1.
258	stitute.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
259	Spalding Seminary.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Sept. last Wed.
260	Morganton Academy.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	January 1.
261	Sibley Institute.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	January 7.
262	Mountville Academy.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	July, 1st Monday.
263	ML Zion Seminary.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	September 1.
264	New Hope Academy.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32
265	Newman Male Seminary.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32
266	Southern Institute, Male and Fe-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	August 15.
267	male.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	September.
268	Georgia School of Language,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Sept. 1st Wed.
269	Science, and Art.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
270	Brinkley Academy.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	January 14.
271	Norwood Academy.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	38
272	Farmers' High School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	September 1.
273	Palmetto High School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	January.
274	New Hope Academy.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
275	Mercer High School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	January 14.
276	Houston Male and Female College.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Sept., 2d Monday.
277	Philomath Institute.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	January 15.
278	Pine Log Masonic Institute.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	July.
279	Powder Springs High School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	September 1.
280	Powellton Male and Female School.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	October 2.
281	Quitman Academy.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	b Average charge.

a Charge for a month.

* From Report of the Commissioner of Education for 1882-'83.

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
277 Rabun Gap Institute			x	x	0	0	0		\$20	\$1,000				40	July 1.
278 Reynolds Male and Female Institute.									12½-20	2,500			\$434	40	January.
279 Reynoldsville Academy				x					a2	800				20	Jan., 21 Monday.
280 Mt. Vernon Institute	x	x	x	x	0	0	39	19	12½-36½	10,000			3,000	33	September 1.
281 Georgia Normal College	x	x	x	x	0	0	0	0	0½	1,400			800	48	January.
282 Rockwell School	x	x	x	x	0	0	0	0	0½	1,000	\$0			36	January.
283 Idle Wild Academy					0	0			a3½	3,000	0			40	August 28.
284 Rome Academy			0	0	0	0			a2½-2,70	30	0			25	January 7.
285 Rome Male High School*			x	x	0	0	100	20	0½	1,800			1,000	40	January 14.
286 Alex. Stephens Seminary	0	x	x	x	0	0	15	15	23	500	\$100		1,900	10	November 1.
287 Roswell Academy	x	x	x	x	0	0	0	0	8	10,000			1,056	33	October 1.
288 Rutledge High School	x	x	x	x	0	0	3,000	200	110	40,000			282,500	36	October 10.
289 Peach Institute	0	0	x	x	0	0	0	0	a1½-3½	1,000	0	0		26	Jan., 24 Monday.
290 Georgia Military Academy	x	x	x	x	0	0			a2½					38	January.
291 Georgia High School	0	0			0	0			a3	1,000	0	0		30	January.
292 Shenandoah Academy			0	x	0	0	0	0	16-32	1,000	0	0	800	40	January.
293 Shenandoah Business and Literary Institute	0	0	0	0	0	0	0	0	95					40	January.
294 N. E. W. Institute			x	x	0	0	0	0	14	1,500	0	0	1,250	40	September.
295 Sparta High School	0	0	0	0	0	0	0	0	10-25	3,000				40	July, 24 Monday.
296 Oak Grove Male and Female Academy	0	0	x	x	x	x	0	0	a170	1,000				42	
297 Sparta Male and Female Academy	0	0			0	0			0½	1,500	0	0		40	January 15.
298 Spring Place High School	0	0		x	0	0			12	4,000	0	0	3,500	40	July 21.
299 Stilesboro' Institute			x	x	0	0	180	25						40	
300 Stone Mountain High School	x	x	x	x	0	0	0	0						40	
301 Sugar Valley High School	x	x	x	x	0	0	0	0						40	
302 Sumach Summary	0	0	x	x	0	0	0	0					1,050	40	

[illegible]

From membership fees.
Value of apparatus.
Value of grounds and buildings.

1 Average charge.
2 Includes board.
3 Private library of principal.

* From Report of the Commissioner of Education for 1882-'83.
Charge for a month.

TABLE VI. — Statistics of institutions for secondary instruction for 1883-'84, &c. — Continued.

NOTE. — x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property income, &c.				Number of weeks in scholastic year.	Scholastic year begins —
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
241 St. Francis Xavier's Academy...	x	x	x	x	x	x	600	100	a\$300-350	\$200,000			\$25,000	40	Sept. 1st Monday.
242 St. Patrick's Commercial Academy...	0	0	x	0	0	x	600	25	10-30	40,000	\$0	\$0	4,500	42	Sept. 1st Monday.
243 German Lutheran School...							300							42	Sept. 1st Monday.
244 St. Theresa's Ursuline Academy...	x	x	0	x	x	x	150	50	24	10,000			650	39	September 1.
245 Dover Academy...			x	x	x	x	150		21-27	2,000				39	September 1.
246 Teachers' Institute and Classical Seminary...			x	x											September 1.
247 Howe Literary Institute...	x	x	x	x	0	x			18-51	20,000	0	0	900	36	September 2.
248 Elgin Academy...			x	0	0	x	400	10	22½	25,000			4,581	36	September 1.
249 Fairfield Collegiate Institute...					0	x			32	100,000			525	36	September 13.
250 Northern Illinois College and Normal School...			x	x	x	x								40	September 4.
251 St. Joseph's Academy...							2,500		40	165,000			a40,000	38	September 18.
252 Monticello Ladies' Seminary...		x	x	x	x	x	400	20	50	15,000	0	0	3,000	36	September 1.
253 The Young Ladies' Athenaeum*			x	x	0	0	496	10	10-20	65,263			547	42	Sept., 1st Wednesday.
254 St. Francis Academy...	x	x	x	x	0	0	500	50	10-30	23,500			800	45	September 1.
255 St. Joseph's Seminary...	x	x	x	x					10-20				600	45	September 1.
256 St. Rose's Parochial School...		x	x	x	x	x	1,650		24	19,000	9,500	600	3,800	40	Aug., 3d Tuesday.
257 Grand Prairie Seminary, Commercial College, and Conservatory of Music...				x	x	x									
258 St. Francis Xavier's Academy*			x	x	0	x	300	100	19	25,000	8,000	480	2,500	40	Sept., 1st Monday.
259 Edgar Collegiate Institute...			x	0	0	x	500		30	4,000			2,000	36	September 10.
260 Pettengill Seminary*	0	x	x	x	0	0	26	26	25-60	20,000	0	0	1,282	38	September 15.
261 St. Mary's Institute...	x	x	x	x	x	x	300	50	a150						Sept., 1st Monday.
262 Fairview Academy...															
263 Bettie Stuart Institute...		x	x	x	x	x	300	0	30-60	25,000			7,000		September 10.
264 Practical Seminary of the Missouri Synod.	x		x	x	x	x									

TABLE VI. — *Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		19	20	21	22	23	24	25	26		27	28	29	30	31	
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
410	Young Ladies' School*															33
411	Denish High School.....	x	x	x	0	0	0	300	100	\$60	\$8,000	\$2,000	\$560	\$900	40	Sept. 1st Monday.
412	Epworth Seminary.....	0	x	x	x	x	x	1,000	200	614, 16	20,000	(c)	3,300	63,438	36	Sept. 1st Tuesday.
413	Academy of Iowa College.....	0	0	x	x	(c)	(c)	500	200	224-27	(c)	(c)	(c)	3,300	38	Sept. 2d Monday.
414	Leach College.....	x	x	x	x	0	x	1,500	0	30	18,000	10,674	925	2,978	37	Sept. 1st week.
415	Hickshole Academy and Normal School.....					0	x			184-24	20,000			428	37	September 1.
416	Ion City Academy and Normal School.....	x	x	x	0	x	x	200	20	30	41,000	0	0	4,250	37	September 9.
417	Jefferson Academy.....	x	x		x					18, 25	5,300				36	Sept. 2d Monday.
418	Knoxville Academy.....	0	0	0	0	0	0	0	114	20-30					40	September 1.
419	Friends' Academy.....	0	x	0	0	0	0	267		13	7,000	0	0	875	38	Sept. 2d week.
420	Lynnville Academy.....			x		x	x			18				200	30	September 20.
421	Riverside Institute.....			x	x	x	x	100		20-40	1,000				40	September 1.
422	Swedish Lutheran College.....															
423	Morning Star Academy.....					0	x	0		12, 25			200		38	September 1.
424	New Providence Academy.....	0	0	0	0	0	x	50	30	25	61,403	0	0	1,050	36	September 15.
425	Hazel Dell Academy.....	0	0	0	0	0	0	600	50	104	8,000			821	36	September 1.
426	Cedar Valley Seminary.....	0	0	x	x	x	x			28	12,000	9,000	400		36	Sept. 2d Monday.
427	Ottumwa Normal School.....							100		18				472	32	Sept. 1st Monday.
428	Pleasant Plain Academy.....	0	0	0	0	0	x	150	30	16-20	5,000				40	Sept. 1st Monday.
429	St. Ansgar High School.....									14-25	3,000			911	36	September.
430	German Evangelical Lutheran School.*	0	0	0	0	0	0	0	0						16	November 1.
432	Troy Academy and Normal School.....					0	0			20	1,000	0			40	September 8.
433	Tilford Collegiate Academy*.....	x	x	x	x	0	0	200		23	26,000			3,000	34	September.
434	Washington Academy.....	0	0	x	x	0	0	0		26, 32	15,000		0	1,800	40	September 1.
435	Atchison Institute.....	x	x			x	x	2,000	50	40	20,000			15,000	40	September 2.

TABLE VI. — *Statistics of institutions for secondary instruction for 1883-'84, &c. — Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
470 Minerva Male and Female College.	0	0	0	0	0	0	0	0	\$30	\$4,500			\$1,100	44	Sept., 1st Monday.
480 Union Academy	×	0	×	×	0	0	0	0	25-40	4,000	\$0		2,000	40	Sept., 1st Monday.
481 Henry Male and Female College*	0	0	0	0	0	×	0	0	3,500	3,500			500	40	Sept., 1st Monday.
482 Bethel Academy	0	0	0	0	0	0	0	0	60	12,000	1,500	120		38	Sept., 1st Monday.
483 Browder Institute	0	0	×	×	0	×	500	100	30	3,000	3,000		1,500	40	Sept., 1st Monday.
484 Bath Seminary	×	×	×	×	0	×	500	100	35	3,000	3,000		2,100	38	Sept., 1st Monday.
485 University of Paducah	×	×	×	×	×	×	500	100	35	40,000	40,000		2,520	48	Sept., 1st Tuesday.
486 Garth Female Institute	×	×	×	×	×	×	0	0	40	13,000	40,000		2,400	40	Sept., 2d Tuesday.
487 Lockhart's (W. H.) Classical Institute.*	×	×	×	×	0	0	200	75	40,60				1,500	40	September 11.
488 Prestonburgh Seminary	0	0	×	×	0	0	0	0	15-30	3,000	0	0		40	July 1.
489 Princeton Collegiate Institute	×	×	×	×	×	×	600	200	20,30,40	30,000	4,000	280	1,800	40	Sept., 1st Monday.
490 Madison Female Institute	×	×	×	×	×	×	300	300	30,50,60	25,000			5,000	40	Sept., 2d Monday.
491 Miss Sevier's School*	×	×	×	×	×	×			15-35	6,000				40	September 4.
492 Sharpshurg Male and Female Academy.	×	×	×	×	×	×			20-40				1,000	40	September 1.
493 Select School															
494 Fair View Male and Female Seminary.	0	0	×	×	0	0	0	0	25	4,000	0		1,200	36	
495 West Kentucky Classical and Normal College.	×	×	×	×	×	×	1,000	100	20-40	15,000			6,000	46	September 2.
496 Academy of St. Catharine of Sienna			×	×	0	×	3,000		6150-200					40	Sept., 1st Monday.
497 Winchester Male and Female High School.			×	×	0	×			30,40,60		0	0	3,000	40	September 5.
498 Baldwin Seminary		×	×	×	0	0	27	27	10	20,000			500	36	Sept., 3d Monday.
499 Reedville Seminary		×	×	×	×	×	12	12	50	3,000			600	35	October 1.
500 Coushatta Male and Female Institute.	×	0	×	×	0	0	156	20	30	1,000	0	0	900	40	October 13.

TABLE VI.—*Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

No.	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1		19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
537	Entaw Place School	x	x	x	x	x	x	2,000	.....	\$30, 100	\$75, 000	.....	.....	.....	44	September 20.
538	E. Knapp's Institute	0	x	x	x	x	x	.....	.....	20-100	.....	.....	.....	\$600	40	Sept. 1st Monday.
539	Marlin Square Academy*	.....	x	x	x	.....	.....	.....	.....	6350	.....	.....	.....	.....	.....	Sept. 15.
540	Mt. Royal Institute	.....	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Sept. 3d Thurs.
541	Mt. Vernon Institute	x	x	x	x	x	x	300	.....	70	17, 000	.....	.....	.....	40	September 29.
542	Newton Academy	.....	x	x	x	.....	.....	200	.....	65, 125	.....	.....	.....	.....	40	September 18.
543	Oxford School for Boys	.....	x	.....	.....	.....	.....	.....	.....	40, 60, 80	.....	.....	.....	.....	40	Sept. 1st week.
544	Pan-El-Guy Select School for Boys and Girls	.....	x	x	x	0	0	.....	.....	50-110	.....	.....	.....	.....	39	September 20.
545	Thomas Reinhardt's School*	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept. 1st Monday.
546	Toland Academy	x	x	x	x	0	x	500	.....	24-48	30, 000	.....	.....	5, 000	42	Sept. 1st Monday.
547	St. Joseph's Academy (Calvert Hall)	.....	x	0	0	0	0	0	0	130	8, 000	.....	.....	.....	40	September 15.
548	School for Girls	x	x	.....	x	.....	.....	.....	.....	30-50	.....	.....	.....	.....	40	September 15.
549	Select School for Girls and Boys*	x	x	.....	x	.....	.....	.....	.....	20	.....	.....	.....	350	40	Sept. 3d week.
550	Miss Yates' School and Kindergarten	x	x	.....	x	.....	.....	.....	.....	30	.....	.....	.....	750	40	September.
551	Zion School of Baltimore	x	x	x	.....	x	x	500	0	18-26	.....	.....	.....	6, 500	42	Sept. 1st Monday.
552	Brookville Academy	x	x	x	.....	x	0	0	0	40	10, 000	.....	.....	1, 800	40	September 15.
553	Mt. St. Joseph's College	x	x	x	x	0	0	2, 800	300	24-48	40, 000	.....	.....	7, 100	40	Sept. 1st Monday.
554	Mt. St. Joseph's College	x	x	x	x	x	x	3, 000	.....	6200	.....	.....	.....	.....	40	Sept. 1st Monday.
555	Mt. St. Joseph's College	x	x	x	x	x	x	.....	.....	40, 60	.....	.....	.....	.....	40	Sept. 1st Monday.
556	Overlea Home School for Young Gentlemen*	.....	x	x	x	.....	.....	.....	.....	6300	18, 000	.....	.....	.....	40	September 13.
557	Centerville Academy and High School	.....	.....	.....	.....	x	x	50	.....	0	1, 500	.....	.....	.....	40	October 1.
558	Charlotte Hall School	0	0	0	0	x	x	1, 200	50	30	20, 000	\$2, 000	\$270	c1, 950	42	Sept. 1st Monday.
559	Holy Trinity School	.....	.....	.....	.....	.....	.....	.....	.....	25	.....	.....	.....	.....	40	September 17.
560	College of St. James Grammar School	0	0	0	x	x	x	8, 000	.....	6300	.....	0	0	610, 000	40	September 17.

561	West Nottingham Academy	0	0	0	0	150	50	30-60	7, 200	500	40	September 8.
562	Andrew Small Academy	0	0	0	0	0	0	12-45	10, 000	450	44	Sept. 1st Monday.
563	Elkton Academy	0	0	0	0	0	0	32	20, 000	0	40	September 4.
564	Patapsco Institute	x	0	x	x	2, 000	0	50	0	8, 000	40	September 12.
565	Notre Dame of Maryland, College Institute for Young Ladies.	x	x	x	x	0	0	255	0	0	40	Sept., 1st Monday.
566	St. John's Literary Institute*	0	0	0	0	0	0	10	1, 500	190	40	September 4.
567	Glenwood Institute	x	x	x	x	1, 500	80	32	18, 000	0	40	Sept., 2d Thurs.
568	Hagerstown Female Seminary and Musical Institute.	x	x	x	x	0	0	0	0	0	42	Aug., 2d Monday.
569	Schuykill Seminary	x	x	x	x	1, 800	0	0	230, 000	38, 900	40	September 15.
570	McDonough School	x	x	x	x	100	10	25	10, 000	200	30	September 20.
571	Brattle Hall	x	x	x	x	200	40	40	20, 000	0	30	September 18.
572	The Hannah More Academy*	0	0	0	0	1, 200	40	255-300	30, 000	6, 000	40	September 1.
573	St. George's Hall for Boys	0	0	0	0	200	40	0	10, 000	0	30	October 1.
574	St. Mary's Female Seminary*	0	0	0	0	400	50	40	715, 000	0	30	September 15.
575	Rockland School for Girls	x	x	x	x	0	0	12-25	7, 000	1, 500	40	September 8.
576	Springfield Institute	x	x	x	x	0	0	0	0	0	40	September 15.
577	Pen Lucy School for Boys*	x	x	x	x	0	0	0	0	0	38	Sept., 1st Wedn'y.
578	Home School for Girls	x	x	x	x	90	0	0	30, 000	4, 543	38	September 25.
579	Punchard Free School	x	x	x	x	0	0	0	0	0	38	September 25.
580	High School	x	x	x	x	500	100	100	20, 000	0	40	September 20.
581	Riverside Home and Day School for Girls.	x	x	x	x	0	0	0	5, 000	0	36	September 3.
582	Family School for Young Ladies*	x	x	x	x	200	10	60	10, 000	1, 200	40	Sept., 1st Monday.
583	Powers Institute	x	x	x	x	0	0	21	10, 000	400	40	Aug., 2d Wedn'y.
584	Howe School	0	0	0	0	200	0	12	2, 500	700	37	October 1.
585	Houghton School	x	x	x	x	0	0	12	0	0	40	September 3.
586	Miss Abby H. Johnson's Home and Day School for Young Ladies.	x	x	x	x	0	0	200	0	0	40	Sept., 1st Monday.
587	Boston Academy of Notre Dame.	x	x	x	x	0	0	0	0	0	40	October 1.
588	Boston School of Languages	x	x	x	x	100	0	0	0	0	38	September 30.
589	Mrs. Vernal's School for Girls and Young Ladies.	x	x	x	x	115	0	200	0	7, 600	40	September.
590	Otis Place School	x	x	x	x	0	0	75, 200	50-200	0	35	Sept., last Wedn'y.
591	Miss Putnam's English and Classical Family and Day School.	x	x	x	x	900	0	50-200	30, 000	6, 000	36	September 29.
592	St. Margaret's School.	x	x	x	x	0	0	100-200	0	2, 330	39	Sept., last Mon.
593	Mrs. S. H. Hayes Home and Day School.	x	x	x	x	3, 000	0	150	0	0	39	September.
594	Mr. Stone's Classical School for Boys.	x	x	x	x	0	0	2550	100, 000	12, 000	38	September 17.
595	I. N. Carleton's Home and Day School for Boys.	x	x	x	x	150	0	475	250, 000	0	38	September 17.
596	Thayer Academy	x	x	x	x	0	0	0	0	0	38	September 17.

*From Report of the Commissioner of Education for 1882-'83.

a Average charge.

b Includes board.

c Includes \$150 from rents.

d State appropriation.

e For English course.

f Includes value of farm.

g Private library.

h Free to residents of Braintree, Quincy, Randolph,

and Holbrook.

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
597 Hitchcock Free High School.....	x	x	x	0	x	x	1,400	25	\$0	\$13,000	\$30,000	\$3,700	\$0	40	Sept., 1st week.
598 Deerfield Academy and Dickinson High School.....	0	0	0	0	x	x	1,420	99	60	23,000	50,000	3,000	140	33	September.
599 Nichols Academy.....	0	0	0	x	x	x	2,000	1,100	25	50,000	8,000	.....	1,300	39	September 2.
600 Partridge Academy.....	x	x	x	0	x	x	300	0	24	8,000	25,000	1,250	1,372	40	September.
601 Home School for Young Ladies.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,400	36	September 1.
602 Lawrence Academy and High School.....	x	x	0	0	0	x	.....	.....	18	2,000	10,000	600	750	39	September 2.
603 Dean Academy.....	0	x	x	x	0	0	500	0	30	200,000	53,000	3,125	.....	36	Sept., last Wedn'y.
604 Mt. Gardner Seminary.....	.....	.....	.....	.....	0	0	100	.....	.....	15,000	0	.....	.....	37	Sept., 2d Thurs.
605 Sedgwick Institute.....	.....	.....	.....	.....	.....	.....	200	20	30-75	25,000	.....	.....	.....	35	Sept., 3d Wedn'y.
606 Prospect Hill School for Young Women.....	.....	.....	x	.....	x	x	.....	.....	.....	.....	.....	.....	.....	38	Sept., 1st Monday.
607 Hanover Academy.....	x	x	x	0	x	x	500	0	26	.....	1,000	50	650	39	September 17.
608 Bromfield School.....	0	x	x	0	x	x	1,000	.....	.....	30,000	71,000	3,300	600	40	Sept., 1st Thurs.
609 Derby Academy.....	.....	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	700	.....	.....
610 Manning High School.....	.....	.....	.....	.....	.....	.....	400	.....	.....	15,000	.....	.....	2,600	36	September 22.
611 The Misses Hill's Boarding and Day School.....	.....	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	42	Sept., 1st Monday.
612 St. Patrick's Female Academy.....	x	x	x	x	x	x	600	0	.....	.....	.....	.....	.....	38	Sept., 2d Thurs.
613 Taber Academy.....	0	0	0	0	0	x	0	3	24	40,000	0	0	672	40	September.
614 Barstow School.....	0	0	0	0	0	0	50	0	0	3,500	15,000	.....	.....	36	Sept., 3d Monday.
615 Eaton Family School.....	x	x	0	0	x	0	.....	.....	40	8,000	.....	.....	1,200	40	September 1.
616 Admiral Sir Isaac Coffin's Lancasterian School.....	0	0	0	0	x	x	1,100	100	8	17,000	35,000	1,900	640	.....	.....
617 Friends' Academy.....	.....	.....	.....	.....	.....	.....	.....	.....	100-150	.....	.....	.....	.....	39	September.
618 Consolidated High and Putnam Schools.*	x	x	x	0	x	x	300	.....	.....	30,000	45,000	2,000	.....	40	September 4.
619 New Salem Academy*.....	0	0	x	x	0	x	500	0	15-22½	10,000	7,000	350	400	38	August 15.

620	Eliot School	0	0	0	0	0	300	50	c100	60,000	0	0	800	50	September 1.
621	Mt. Hermon School for Boys	x	x	x	x	x	1,500	50	c100	75,000	0	0	9,182	38	September 11.
622	Northfield Seminary	0	0	0	0	0	50	6	0	25,000	14,000	800	37	September.	
623	Savin Academy and Dows High School.						800	100	100					October 1.	
624	South Lancaster Academy	x	x	x	x	x	400		50-100	20,000	33,000	1,700	38	September.	
625	The Elms, Family and Day School for Girls.	x	x	x	x	x	5,000		38	150,000			900	September 13.	
626	Waltham New Church School	x	x	x	x	x	0		6-40	3,000			10,000	33	August 27.
627	Home School	x	x	x	x	x	1,000		c350	50,000			759	Sept., 1st week.	
628	Wesleyan Academy	x	x	x	x	x	300		f150	15,000			2,000	38	September 11.
629	Glen Seminary	x	x	x	x	x	300		20	23,000			1,400	40	September 15.
630	Highland Military Academy	x	x	x	x	x	4,500	100	40	60,000			6,044	40	Sept., 1st Monday.
631	Miss Williams' School*	x	x	x	x	x	300		35-64					40	
632	Raisin Valley Seminary	0	x	x	x	x	300		16-30	2,000				40	Sept., 1st Monday.
633	Ashland High School	x	x	x	x	x	500	200	20	35,000	0	0	532	40	September 1.
634	Detroit College	x	x	x	x	x	200							40	September 2.
635	Detroit Female Seminary	x	x	x	x	x	200	50		3,500			1,000	40	September 4.
636	Felician Sisters' Seminary	x	x	x	x	x	415			8,000			825	40	Sept., 1st Monday.
637	German-American Seminary	x	x	x	x	x	250	25	f30					39	September 1.
638	St. Joseph's School	0	0	0	0	0	1,000								
639	St. Mary's Academy	0	x	x	x	x	500		40	55,000	0	0		38	September.
640	Fenton Seminary	0	x	x	x	x	200								
641	The Misses Bacon's School for Young Ladies and Children.	x	x	x	x	x	400	0							
642	St. Joseph's Academy*	x	x	x	x	x	320	240	18,24	12,000			1,300	40	September 2.
643	St. Mary's Academy	x	x	x	x	x	320	16	c150	25,000			2,668	38	Sept., 1st Monday.
644	Outside School	x	x	x	x	x	550	50	c350	125,000	3,000	240	c42,558	38	September 13.
645	Academy of the Sacred Heart	x	x	x	x	x	220	50	30	2,500			900	40	September 4.
646	St. Andrew's Academy	x	x	x	x	x	500	25	710	10,000				46	September 1.
647	Somerville School	x	x	x	x	x	200		60-100	7,000			4,000	37	September 15.
648	M. V. Park's School	x	x	x	x	x	1,000	10	f35	27,269	1,400	112	3,500	36	September 4.
649	Spring Arbor Seminary	x	x	x	x	x	4,500	200	19-25	8,000	10,000	700	2,317	40	September 10.
650	Bethlehem Academy and Parish School.	x	x	x	x	x	500		25	30,000			2,093	40	Sept., 1st week.
651	Shurtleck School	x	x	x	x	x	300		c910	45,000			1,000	28	October 1.
652	St. Boniface Academy*	x	x	x	x	x	300	25	29	15,000			3,500	41	Sept., 1st Monday.
653	St. Mary's School	x	x	x	x	x	100		80-100		0	0	600	44	Sept., 1st Monday.
654	Judson Female Institute	0	x	x	x	x	300	100						40	September 3.
655	Minneapolis Academy	x	x	x	x	x	300	100							
656	St. Olaf's School	x	x	x	x	x	300	10							
657	Minnesota Academy	0	0	0	0	0	4,500	200							
658	Red Wing Evangelical Lutheran Seminary and College.	0	0	0	0	0	500								
659	Academy of Our Lady of Lourdes	x	x	x	x	x	300	25							
660	Rochester Seminary and Normal School.	x	x	x	x	x	300	100							
661	Assumption School	x	x	x	x	x	300	100							
662	Baldwin School	x	x	x	x	x	100								

* From Report of the Commissioner of Education for 1882-83.

a Estimated.

b To residents.

c Includes board.

d To non-residents; for residents, \$12.

e To non-residents; for residents, \$6.

f Average charge.

g Charge for a month.

h Value of apparatus.

g Charge for a month.
h Value of apparatus.

e To non-residents; for residents, \$6.
f Average charge.

a Includes board.
d To non-residents; for residents, \$12.

a Estimated.
b To residents.

* From Report of the Commissioner of Education for 1882-'83.

TABLE VI.—*Statistics of institutions for secondary instruction for 1883-84, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
German-American Institute*		x	x	x	0	x	2,000		\$50-65	\$35,000				33	September.
Gustavus Adolphus College					0	x	200	20	20	10,000			\$7,500	40	Sept., 1st Monday.
Sank Centre Academy of Individual Instruction.					x	x	572	52	618	20,000		\$1,192	400	38	September 3.
Wesleyan Methodist Seminary.	0	0	x	x	0	0	100	12	20-40	1,200			1,200	40	Sept., 1st Monday.
Methodist District High School.	0	0	x	x	0	0	205	21	20-50	10,000	\$0	0	1,700	40	Sept., 1st Monday.
Blue Mountain Academy			x	x	0	0	100		62-5	10,000				38	September 10.
The Johnson Institute.			x	x	0	0	250	100	50	4,000			1,000	42	September 1.
Brandon Female College*			x	x	0	0	500	20	20-40	10,000	0	0		40	Sept., 1st Monday.
Brookhaven Male Academy			x	x	0	0	3,200	50	25-50	15,000	0	0	2,000	40	September 11.
Waverly Institute			x	x	0	0	450	75	43	24,000			4,500	40	September 12.
Carrollton Female College*	x	x	x	x	0	x			27	5,000			300	36	Sept., 1st Monday.
Cooper Institute*	0	x	x	x	0	0	0	0	30-50	8,000	0	0	1,115	40	Sept., 2d Monday.
Grenada District High School*			x	x	0	0	0	0	22,32,42	3,000				40	Sept., 1st Wed.
Harperville College			x	x	0	x			20-40					10	September 1.
Holly Springs Normal Institute	0	0	0	0	0	0								40	September.
Maury Institute	x		x	x	0	0	0	0						40	September 29.
Kosciusko Male and Female Institute.			x	x	0	0								40	Oct., 1st Monday.
Elgin's School			x	x					20-40					40	Sept., 2d Monday.
McComb City Academy*			x	x										40	Sept., 1st Wed.
East Mississippi Female College*	0	x	x	x	0	0	600	50		15,000				40	September 1.
Cool Springs Academy*			x	x	0	0	22	22	62-3	1,500	0	0		40	September.
Moss Point Academy			x	x	0	0								40	October 1.
Okolona Female College			x	x	0	x			62-5	4,000			2,000	40	Sept., 1st Monday.
Pleasant Hill Masonic Male and Female Institute.		x	x	x	0	0	400	75	234	6,000				40	Sept., 1st Monday.
Sardis Graded School	x	x	x	x	0	0	200	0	10					40	September 1.

TABLE VI.—*Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Value of grounds, buildings, and apparatus.	Amount of productive funds.		Income from productive funds.	Receipts for the last year from tuition fees.				
												Number of volumes.	Increase in the last school year.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
735 Gates College.....	0	0		0	0	×	1,500	1,500	\$15	\$10,000			\$000	38	Sept., 1st Tuesday.
736 Oakdale Seminary.....	0	×	0	0	0	×	0	0	15	2,000	\$0		300	36	September 3.
737 Brownell Hall.....	×	×	×	×	×	×	2,500	35	50	60,000	0		12,573	38	Sept., 2d Wedn'y.
738 Loomis Select School*			×	×	0	0	0	0	24-40	5,000			1,500	40	September 4.
739 St. Catherine's Academy.....	×	×	×	×	0	0	100	0					0	40	Sept., 1st Monday.
740 St. Mary Magdalen School*									61	5,000			1,200	42	September 4.
741 Silver Ridge Seminary.....	0	0	×	×	0	0	180	20	20	2,300			300	30	Oct., 3d Tuesday.
742 Luther Academy.....	0	0	×	×	0	0	300	100	15-24	15,000	1,300		1,800	30	September 15.
743 Nebraska Conference Seminary*.	0	×	×	×	×	×	200	12	18-24	10,000	0		1,000	39	September 26.
744 Proctor Academy.....	0	×	0	×	×	×	1,200	0	25	4,000	6,800	275	325	36	Sept., 1st Wedn'y.
745 Atkinson Academy.....							0	0	8	400	0	0	200	24	November.
746 Candia Village High School*	0	0	0	0	0	0	0	0	15	8,000	0	0	250	30	September 1.
747 Beede Academic and Normal Institute.....															
748 Chester Academy.....	0		0		0	0	0	0	642.54	1,000	0			20	December.
749 Stevens High School.....	0	0	0	0	0	×	200	0	21	25,000	10,000	600	159	39	Sept., 1st Wedn'y.
750 Colebrook Academy.....			0	0	0	×	0	0	8-10	1,000	60		480	20	September.
751 Pinkerton Academy.....	0	0	0	0	0	×	350	0	18	5,000	20,000	1,262	650	40	August.
752 Franklin Academy.....							1,000	100	25	29,000			5,800	39	September.
753 Conant High School.....	0	0	0	0		×					1,000		600		August 25.
754 Watson Academy.....															
755 Francess town Academy.....	×	×	×	×	×	×	5,000		20	20,000	12,000	600	300	35	Aug., last Tues.
756 Gilmanton Academy.....					×	×	600		15, 18		6,967		500	36	September 6.
757 Brackett Academy*.....	0	0	0	0	0	×	110		19	4,000			600	39	September.
758 Hampstead High School.....							400	50	2250	20,000	1,200		29,839	36	Aug., last Tues.
759 The Holderness School for Boys.....	0	0	×	×	×	×			40,000	3,000	135		475	30	September 10.
760 Kingston Academy.....	0	0	0	0	×	×			2,250	2,000	100		400	39	September 15.
761 Lancaster Academy*.....	0	0	0	0	×	×	0		224	5,000	2,000			22	September 4.
762 Marlow Academy.....	0	0	0	0	×	×	0		9	1,000					

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
901 The Misses Wrecks' Boarding and Day School for Young Ladies and Children.		x	x	x					\$10-100					40	September 15.
902 Waydette Parsonage School*				x		x			28-72	\$14,500				36	September 17.
903 Glenwood Institute.			0	0	x	x	800		24-40				\$1,800	40	September 1.
904 Moorstown Academy.	0	x	0	0	x	x	0		100-120		\$0	\$0	3,853	38	September 15.
905 Morris Academy.	0	x	0	0	x	x		75	300	45,000				46	September 17.
906 Morrisdown Seminary.			x	x					225					46	Sept., last Monday.
907 St. Hilda's School*		x	x	x	0	0	350	0	12	15,000			4,152	46	April 1.
908 Beacon Street German-American School.		x	x	0	0	x	250	50	10	5,000	0	0	2,800	40	April 1.
909 First German and English Presbyterian School.	x	x	x	0	0	x	520	26	13-24	30,000	500	15	4,000	46	April.
910 German-American Elementary and High Grammar School.	x	x	x	x	0	0								40	September 4.
911 St. Vincent's Academy*.	0	0	x	x	0	0				6,000			1,584	49	April 1.
912 Twelfth Ward German-English School.														40	September 4.
913 Newton Collegiate Institute*.	x	x	x	x	x	x	500		20-50	12,000	0	0		40	September.
914 Park Heights Seminary.			x	x	x	x	350		250-450	14,000				39	Sept., 4th Wedn'y.
915 Paterson Seminary*.	x	x	x	x	0	x	75	25	60	6,500	0	0	2,408	40	September 13.
916 Pennington Institute.	x	x	x	x	x	x	2,500		160-180		0	0		44	Sept., 1st Monday.
917 Academy of Science and Art.	x	x	x	x	x	x			10-100	500				42	
918 Seminary at Ringoes*.		x	x	x			1,000		36	3,000			500	38	September.
919 Salem Friends' School.															
920 The Heights Academy.			x	x											
921 South Orange Academy.	x	x	0	0	0	0	0	0	32-100	12,200			600	40	September.
922 The Summit Military Academy.	0	x	0	0	0	0	0	0	100-150	8,000			2,100	40	September 18.
923 Woodstown Academy	x	x	x	x		x	500	20	12-32	4,000	2,400	114	1,200	40	September 8.

824	Adams Collegiate Institute.....	x	x	x	x	0	x	0	x	800	9	20-88	15,800	4,550	€172	3,000	55	September 3.
825	Albany Academy.....	0	x	x	x	x	x	x	x	1,200	9	20-88	93,402	4,550	€172	17,032	40	Sept., 1st Monday.
826	Albany Female Academy*.....											24-96	60,000			11,000	38	September 6.
827	Alfred University (academic de- partment). ^d												110,000	124,000	€3,040	3,910		
828	St. Elizabeth's Academy.....									300	26	1-0	30,000			10,050	40	Sept., 1st Monday.
829	Angonia Seminary*.....									630		30	40,000			4,000	39	September 11.
830	Amsterdam Academy and Ladies' Seminary.	x	x	x	x	x	x	x	x	500		35	40,000					
831	Ives Seminary.....									584	80	27	31,000	5,800	300	2,270	38	August 25.
832	Argyle Academy.....									456		20, 24	3,375			766	40	Sept., 1st Monday.
833	Cayuga Lake Military Academy.....	x	x	x	x	x	x	x	x	3,000		650	50,000				40	September 10.
834	Bedford Academy.....																	
835	Genesee Valley Seminary*.....											21				240	39	September 1.
836	Union Academy of Belleville.....	x	x	x	x	x	x	x	x	1,402	240	24	24,249	25,575	1,600	1,405	39	Sept., 1st Tuesday.
837	Binghamton Institute.....	0	0	0	0	0	0	0	0	150	23	20-61	3,670			700	40	Sept., 1st Monday.
838	Brighton Literary and Com- mercial Institute.	0	0	0	0	0	0	0	0	80	0	30				718	36	July 2.
839	Adelphi Academy.....	x	x	0	0	0	0	0	0	2,600	300	40-100	200,000	0	0	68,187	40	September 10.
840	Brooklyn Hill Collegiate Insti- tute.*											40-120					38	September 20.
841	Cheneyville Institute.....	x	x	x	x	x	x	x	x			40-100	15,000				40	September 15.
842	Christiansen Institute.....									500		24-100						
843	College Grammar School.....	0	0	0	0	0	0	0	0	800		60-120					40	September.
844	Female Institute of the Visitation*.....											40-72				511	39	September 4.
845	Lafayette Academy.....	0	0	0	0	0	0	0	0	0		48-140					40	September 17.
846	Prospect Park Institute.....	0	0	0	0	0	0	0	0			60-120						
847	Buffalo Practical School ^f	0	0	0	0	0	0	0	0	0		40-120	15,000	0	0	5,500	40	Sept., 1st Monday.
848	Itasca School.....	0	0	0	0	0	0	0	0			40-30	100,000	0	0	3,180	40	September 10.
849	The Hoffman School.....									625	20	24	17,158	9,900	€1,233	3,555	40	
850	Holy Angels' Academy*.....									1,435	0	24	17,000	2,100	150	1,800	35	September 5.
851	Canandaigua Academy ^d	0	0	0	0	0	0	0	0	3,000		250-400	50,000	0	0		38	Sept., 2d Wedn'y.
852	Canastota Academy.....	x	x	x	x	x	x	x	x									
853	Drew Seminary and Female Col- lege.	x	x	x	x	x	x	x	x									
854	Chapin Mountain Institute.....	x	0	0	0	0	0	0	0			9-25	3,000	0	0	750	40	October 1.
855	Cherry Valley Academy.....	0	0	0	0	0	0	0	0	367		30	3,983			863	40	July 1.
856	Glencham Academy.....	x	x	x	x	x	x	x	x	1,042	31	15-27	5,000	30,000	1,830	360	40	September 1.
857	Packer Union School.....	x	0	0	0	0	0	0	0	480	5	30	10,000			3,000	32	September 10.
858	Glifton Springs Seminary.....	x	x	x	x	x	x	x	x			60					30	September 10.
859	Foster School.....	x	x	x	x	x	x	x	x	350	75	20-38	6,000			1,000	38	September 17.
860	Clinton Grammar School.....	x	x	x	x	x	x	x	x	922	72	30	45,422			66,000	38	Sept., 1st Thurs.
861	Houghton Seminary.....	x	x	x	x	x	x	x	x	2,063		0	60,000	57,000	g4,916	0	29	September 11.
862	Evening Classes of the Poppen- husen Association.	x	x	x	x	x	x	x	x									
863	Cornwall Collegiate School for Young Ladies.*	0	x	x	x	x	x	x	x	4800		200	12,000			4,350	40	September 17.
864	Cornwall Heights School.....									500		2500	10,000				40	September 10.

* From Report of the Commissioner of Education for 1882-'83.
^f Temporarily suspended.
^g Includes \$1,136 from rents.
^h Private library.
^a Also \$1,200 from rent of buildings.
^d From the Ninety-seventh Regents' Report.
^e Income from all sources other than tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.		Philosophical cabinet and apparatus.		Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.	23	24	25	26	Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
829 Holladay's Private School for Boys.	0	0	0	0	0	0	0	0	0	0	\$100-300	29	30	31	32	33	Sept., last week.
830 Miss J. F. Weeks' Boarding and Day School for Young Ladies and Children.	×	×	×	×	×	×	×	×	×	×	100-175	29	30	31	32	33	September 27.
931 John MacMullen's School.	×	×	0	0	0	0	0	0	560	40-240	40-240	29	30	31	32	33	September 15.
932 The Misses Leeds' School.	×	×	×	×	×	×	×	×	1,750	80-200	\$60,000	29	30	31	32	33	Sept., last week.
933 Mrs. Leopold Weil's School for Young Ladies.	×	×	×	×	×	×	×	×	2,000	100	85,000	29	30	31	32	33	September 15.
934 Manhattan Academy.	×	×	0	0	×	×	×	×	6500	100-200	100-200	29	30	31	32	33	Sept., last Monday.
935 The Misses Marshall's School.	×	×	×	×	×	×	×	×	300	25	40-125	29	30	31	32	33	September 2.
936 New York Military Academy.	×	×	×	×	×	×	×	×	1,000	20-48	35,000	29	30	31	32	33	September 2.
937 Mrs. Roberts and Miss Walker's English and French School for Young Ladies.	×	×	×	×	×	×	×	×	120	0	30,000	29	30	31	32	33	September 25.
938 St. Bridget's Academy.	×	×	×	×	0	×	×	×	300	25	40-125	29	30	31	32	33	Sept., last Monday.
939 St. Mary's School.	×	×	×	×	×	×	×	×	1,000	20-48	35,000	29	30	31	32	33	September 21.
940 St. Matthew's Academy.	×	×	×	×	×	×	×	×	120	0	30,000	29	30	31	32	33	September 4.
941 St. Vincent's Free School.*	0	×	×	0	0	×	×	×	100-200	80-100	100-200	29	30	31	32	33	October 9.
942 School for Girls.	×	×	×	×	×	×	×	×	100-200	80-100	100-200	29	30	31	32	33	October.
943 School for Young Ladies and Children.*	×	×	×	×	×	×	×	×	1,200	60-250	70-240	29	30	31	32	33	September 25.
944 Miss Spring's Private School.	×	×	×	×	×	×	×	×	1,200	60-250	70-240	29	30	31	32	33	September 15.
945 Suburban Seminary.*	×	×	×	×	×	×	×	×	1,200	60-250	70-240	29	30	31	32	33	October 2.
946 Van Norman Institute.	×	×	×	×	×	×	×	×	1,200	60-250	70-240	29	30	31	32	33	October 2.
947 West Side Seminary.	×	×	×	×	0	×	×	×	250	150-250	150-250	29	30	31	32	33	June 22.
948 William W. Richards' School for Boys.	×	×	×	×	0	×	×	×	250	150-250	150-250	29	30	31	32	33	June 22.
949 Chili Seminary.	×	×	×	×	0	0	0	0	813	18-30	18-30	29	30	31	32	33	June 22.

950	Granville Military Academy	x	x	x	x	x	x	x	845	15	75	50,000	0	0	6,860	43	September 9.
951	Rockland College	x	x	x	x	x	x	x	620	36	70	30,000	0	0	7,210	40	September 11.
952	Cary Collegiate Seminary	0	0	0	0	0	0	0	759	1	21	45,632	20,000	1,144	29	September 8.	
953	Onondaga Academy	x	x	x	x	x	x	x	1,392	19	27	13,406	1,610	96	40	August 27.	
954	Oxford Academy*	0	0	0	0	0	0	0	1,196	-----	18-24	14,214	7,150	6.5	41	August 16.	
955	Pawling Seminary	x	x	x	x	x	x	x	-----	-----	40-50	-----	-----	-----	40	January 1.	
956	Peekskill Academy	x	x	x	x	x	x	x	1,200	50	50-100	70,000	0	0	13,209	40	September 10.
957	St. Gabriel's School	x	x	x	x	x	x	x	380	-----	40-75	9,175	15,040	622	35	September 21.	
958	Evans Academy	0	0	0	0	0	0	0	588	-----	9-18	12,000	20,000	900	40	July 1.	
959	Pike Seminary	x	x	x	x	x	x	x	315	34	23	14,553	500	2,361	40	August 22.	
960	Seymour Smith Academy	x	x	x	x	x	x	x	400	0	45	6,607	250	15	38	Sept. 2d Tuesday.	
961	Pompey Academy	0	0	0	0	0	0	0	536	-----	18-24	6,607	250	15	39	August.	
962	Port Byron Free School and Acad- emy.*	x	x	x	x	x	x	x	-----	-----	-----	-----	-----	423,833	42	September 9-15.	
963	Classical and Home Institute	x	0	0	0	0	0	0	-----	-----	250	37,500	0	0	24	39	June 13.
964	Poughkeepsie Military Institute	0	0	0	0	0	0	0	500	0	60	7,000	755	955	40	Sept. 1st Monday.	
965	St. Mary's School	x	x	x	x	x	x	x	800	-----	26	16,350	0	0	2,889	39	June 24.
966	Pulaski Academy	x	x	x	x	x	x	x	400	50	21	66,000	40,000	2,200	42	August 28.	
967	Chamberlain Institute and Female College.*	x	x	x	x	x	x	x	1,400	-----	-----	-----	-----	-----	-----	-----	-----
968	Red Creek Union Seminary*	0	0	0	0	0	0	0	180	0	24	12,775	0	0	1,569	39	August 21.
969	Rensselaerville Academy*	x	x	x	x	x	x	x	300	-----	12-30	2,500	0	0	750	44	Sept. 1st Monday.
970	De Garmo Institute*	x	x	x	x	x	x	x	-----	-----	40	30,000	-----	-----	3,086	39	September 11.
971	Academy of the Sacred Heart	x	x	x	x	x	x	x	800	50	60	50,000	-----	-----	3,000	40	September 3.
972	Miss Crutenden's English and French Boarding and Day School for Young Ladies.*	x	x	x	x	x	x	x	500	-----	20-100	30,000	-----	-----	-----	40	September 13.
973	Livingston Park Seminary*	x	x	x	x	x	x	x	1,500	40	50	40,000	-----	-----	28,000	39	September 20.
974	Lutheran Proseminary	x	x	x	x	x	x	x	0	0	40	-----	-----	-----	-----	40	September 1.
975	Private Classical School	x	x	x	x	x	x	x	-----	-----	-----	-----	-----	-----	-----	-----	-----
976	Rochester Female Academy	x	x	x	x	x	x	x	221	5	35-50	7,719	-----	-----	2,935	40	Sept. 2d Monday.
977	St. Peter's Academy	x	x	x	x	x	x	x	500	100	30	25,500	-----	-----	2,600	44	September 1.
978	Washington Academy	x	x	x	x	x	x	x	2,000	-----	43	100,000	-----	-----	-----	40	Sept. 1st Monday.
979	Temple Grove Seminary*	x	x	x	x	x	x	x	7700	-----	624	7,000	-----	-----	1,500	39	September.
980	Saugerties Institute	x	x	x	x	x	x	x	200	-----	21-30	2,000	-----	-----	-----	40	Sept. 1st Monday.
981	Sauguit Academy*	x	x	x	x	x	x	x	530	0	15	10,500	-----	-----	302	40	September 1.
982	Sherman Union School and Acad- emy.	x	x	x	x	x	x	x	-----	-----	-----	-----	-----	-----	-----	40	August 25.
983	Holbrook's Military School	x	x	x	x	x	x	x	300	50	2500	20,009	0	0	-----	40	September.
984	Mount Pleasant Military Academy	x	x	x	x	x	x	x	12,000	0	-----	25,009	0	0	-----	38	September 13.
985	Ossining Institute	x	x	x	x	x	x	x	1,000	25	40,50	25,009	-----	-----	5,000	38	September 13.
986	Sodus Academy e	x	x	x	x	x	x	x	268	-----	-----	4,639	-----	-----	715	-----	-----
987	Southold Academy	x	x	x	x	x	x	x	0	0	25-30	7,000	0	0	600	40	Sept. 1st Monday.
988	Griffith Institute and Springville Union School.	x	x	x	x	x	x	x	500	80	18-24	10,000	12,000	700	800	41	July 1.
989	Edgewater Institute.	x	x	x	x	x	x	x	-----	40-100	-----	-----	-----	-----	4,772	40	Sept. 1st Monday.

* From Report of the Commissioner of Education for 1882-83.

e Includes board.

b Average charge.

c From the Ninety-seventh Regents' Report.

d Income from all sources other than tuition.

e Charge for a term.

f School not opened for at least a portion of the school year ending June 3, 1881.

g Includes principal's library, containing 500 volumes.

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Philosophical cabinet and apparatus.	Library.		Annual charge for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.		Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts to the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32
990 St. John's School ^a	x	x	x	0	0	0	275	80	(a)	\$30,000	\$0	\$0	\$150	41
991 Miss Balkley's School.....	x	x	x	x	x	x	500	50	6,400	20,000	0	0	1,200	40
992 Irving Institute ^a	x	0	x	x	0	0	1,000	0	40-80	0	0	0	6,000	38
993 Mount Hope Ladies' Seminary.....	x	0	x	x	x	x	250	100	100	15,000	0	0	20,000	40
994 Starr's Military Institute.....	x	x	x	x	x	x	400	100	0	4,500	0	0	7,800	40
995 Trinity School ^a	x	x	x	x	x	x	400	200	40	30,000	0	0	4,355	43
996 Trinity Academy.....	x	x	x	0	0	0	800	21	40-72	16,332	0	0	6,400	40
997 Troy Academy ^a	x	x	0	0	x	x	208	21	72	75,000	0	0	6,400	40
998 Troy Female Seminary.....	0	x	0	0	x	x	1,636	3	3	4,240	10,000	0	679	39
999 Ursula Academy ^c	x	x	x	x	x	x	459	3	35,000	10,000	500	0	0	40
1000 Oakwood Seminary.....	x	x	x	x	x	x	700	500	5600	100,000	0	0	0	39
1001 Utica Female Academy ^a	x	x	x	x	x	x	3,000	500	6,000	0	0	0	0	September.
1002 Walworth Academy ^a	0	0	0	x	x	x	193	0	9,204	0	44,347	773	773	Aug., last Mon.
1003 Warrensburg Academy.....	0	0	0	x	x	x	290	130	103-243	6,000	0	0	1,625	42
1004 Warwick Institute.....	0	x	0	0	x	x	1,250	0	18-36	8,500	0	0	5,100	42
1005 Boys' Boarding School.....	0	x	0	0	x	x	1,000	25	160-320	25,000	0	0	0	38
1006 West Chester Institute.....	x	x	x	x	x	x	0	0	92-0	0	0	0	0	40
1007 West Winfield Academy ^a	x	x	x	x	x	x	450	0	21	14,000	0	0	1,800	40
1008 Alexander Institute.....	x	x	x	x	x	x	1,000	0	0	25,000	0	0	8,000	39
1009 Whitesboro Seminary ^a	x	x	x	x	x	x	1,300	0	0	50,000	0	0	3,000	39
1010 Middlebury Academy ^a	x	x	x	x	x	x	808	0	12-34	0	150	250	493	28
1011 Yates Academy.....	x	x	0	0	0	0	300	300	18-34	3,500	0	0	4,500	26
1012 English, French, and German Day School.....	x	x	x	x	x	x	400	400	7100	0	0	0	4,500	40
1013 School for Young Ladies and Children.....	x	x	x	x	0	0	0	0	75-150	30,000	0	0	5,000	40
1014 Abenmarie Academy.....	x	x	x	x	x	x	150	50	15-20	1,250	0	0	0	August 4.
1015 Oak Hill Seminary.....	x	x	x	x	x	x	20-75	0	20-75	0	0	0	0	October 1.
1016 Belvidere Academy.....	0	0	0	0	0	0	25	0	943-8	1,000	0	0	381	85

TABLE VI.—*Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.*

NOTE.— x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school last year.	Scholastic year begins —
	Mechanical.	Free hand.	Vocal.	Instrumental.			Value of grounds, buildings, and apparatus.	Amount of productive funds.		Income from productive funds.	Receipts for the last year from tuition fees.				
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Central Institute for Young Ladies															
Monroe High School.....	x	x	x	x	0	0	300	50	\$20-30	\$5,000				40	Sept. 21 Monday.
Maravian Falls Academy.....	0	0	x	x	0	0	0	0	15-40	4,000	\$0	\$0	\$1,200	40	August 20.
Morrisville Collegiate Institute.....			x	x	0	0	50	50	10-40	1,300			1,300	40	July 30.
Mt. Pleasant Female Seminary a.....	0		x	x					23	2,000	0	0	1,600	40	Aug. 7, 1st Monday.
Mt. Vernon Springs Academy.....	0		x	x	0	0	100	5	12½	1,000			1,000	40	Aug. 7.
Liberty Hill Academy.....									20	2,500				40	Aug., 2d Tuesday.
Friends' School.....	x	x	x	x	x	x	2,000	500	10-40	50,000	22,000	1,000	2,500	40	May, 1st Monday.
Caraway High and Normal School.	0	x	x	x	x	x	2,000	500	15-45	50,000				40	September 3.
Oak Ridge Literary and Commercial Institute.	0	x	x	x	x	x	61,000	6100	15-45	83,000	0		4,000	40	Aug., 1st Monday.
Hornet School.....	x	x	0	0	0	x	1,000	25	60	10,000				40	July.
Oxford Home School*.....			x	x					10-35				600	40	January.
Yadkin Mineral Springs Institute.....			x	x	0	0	0	0	10-35	1,000			1,000	40	August 6.
Carolina Academy.....	0	0	0	0	0	0			15-30	700			700	40	August 1.
Princeton School.....									15-25	200			375	40	August 1.
Raleigh Male Academy.....	x	x	0	0	x	x		12	c15	8,000	0	0	4,500	40	September 1.
Washington School.....	x	x	x	x					20-40	2,000			800	40	September 1.
Reynolds School.....									20-40	2,000			20,000	40	Sept., 2d Monday.
Salem Female Academy.....	x	x	x	x	x	x	5,000		40	100,000				40	September.
Franklin Academy.....									30-55	5,000			2,000	40	September 1.
Vine Hill Academy.....	x	x	x	x	0	0	0	0	20-45	1,500			1,500	40	Sept., 1st Monday.
Selma Academy.....															
Shelby Female College.....			x	x	0	0								40	Sept., 1st Monday.
Shelby High School.....			x	x	0	0	0	0	c2½	2,500	0	0	1,800	40	Aug., last Monday.
Summerfield High School.....			x	x	0	0			15-25	3,000			600	40	August 13.
Trap Hill Institute e.....	0	0	x	x	0	0	75	75	41-3	1,600			1,600	40	August 4.
Fork Institute.....	0	0	0	0	0	0			40-50	1,500			800	40	July 23.

1889	Warrenton Female Institute <i>f</i>	x	x	x	x	x	2,000	40	10,000	40	September 1.
1890	Washaw High School.....	x	x					24	4,600	30	Oct., 1st Monday.
1891	Washington Male and Female Academy.....	x	0	0	x		0		5,600	0	
1892	Franklin District High School*.....	0	0	x	0	0	0	20	1,000	0	August 7.
1893	Franklin High School.....	0	x	x	0	200	0	400	1,000	40	August 20.
1894	Whitewill High School.....	0	0	0	0	0	0	20-30	1,200	40	August 7.
1895	Cape Fear Academy.....	0	0	0	0	0		24-36	1,500	40	October 1.
1896	Rev. Daniel Morrell's English and Classical School.....	0	x	x	0		2,000	45-60	5,000	38	October, 1st week.
1897	School (Washington, N. C.).....										September 1.
1898	The Grange High School.....	0	x	0	0	0	0	15-20	800	40	August 14.
1899	Yadkin College.....	0	0	x	0	500	20	20-50	6,000	40	August 5.
1900	Franklin High School.....	0	0	0	0	100		20-23	600	40	
1901	Alta College.....	x	0	x	x	0	700	30	10,000	0	October 1.
1902	Albany Enterprise Academy.....	x	0	x	x	0	400	18-21	2,000	36	August 10.
1903	Grand River Institute.....	x	x	x	x	0	400	9-15	47,000	30	April 14.
1904	Friends Boarding School.....	x	x	x	x	0	102	24-28	5,130	40	April 14.
1905	Parient Academy.....	0	0	0	0	0	250	26	2,000	40	September 12.
1906	Devoily College.....	0	0	0	x	x	0	10-28	5,000	38	September 1.
1907	Academy of Central College.....	0	0	x	x	x	0	18	20,000	42	September 10.
1908	Georgia Seminary.....	0	x	x	x	0	0		2,000	36	September 1.
1909	Academy of the Sisters of Notre Dame.....	x	x	x	x	x					September 1.
1910	Day School.....	x	x	x	0	100	90-150			26	September 24.
1911	Madame Frelin's School.....	x	x	x	x	600	100	10-30	4,000	35	September 24.
1912	St. Francis' Ecclesiastical College.....	x	x	x	x	50		10-30			Sept., 1st Monday.
1913	Clermont Academy.....	x	x	x	x	800	80	30	1,000	36	Oct., 1st Monday.
1914	Cleveland Academy.....	x	x	x	x	0	80,100		23,000	0	Sept., 2d W. eun. Y.
1915	St. Joseph's Academy.....	x	x	0	0	31				38	Sept., 1st Monday.
1916	St. Mary's Institute.....	x	x	x	x	100	5,000			40	September 1.
1917	Ewington Academy.....	x	x	x	x	500	12	24	3,775	39	Sept., 1st Monday.
1918	Fosterita Academy.....	x	x	x	x	800	50	15-30	28,000	45	Sept., 1st Tuesday.
1919	Gallia Normal School and Acad. emy.....	x	x	x	x	0	250	87	25,000	0	September 2.
1920	Harcourt Place Academy.....	x	0	0	0	250	9400		2,500	38	Sept., 2d Tues.
1921	Goshen Seminary.....	x	x	0	0	50	4	35	30,000	42	September 11.
1922	Green Spring Academy.....	x	x	x	0	0	30-40		1,000	40	August 18.
1923	Harlem Springs College.....	0	0	x	0	430	50	40	10,000	32	September 2.
1924	Hartford Academic Institute*.....	0	0	0	0	6-63			2,500	40	August 28.
1925	Vermillion Institute.....	0	0	0	0	800	30	30	2,500	0	Sept., 1st Wed.
1926	Hopedale Normal College.....	0	0	0	0	40	40	40	4,000	40	September 2.
1927	Atwood Institute.....	0	x	0	0	2,000	0	15-21	45,000	40	September 2.
1928	Boarding School of the Visitation*.....	x	x	0	0	0	200	763	1,280	42	September 4.

f Not open during the scholastic year 1883-'84; figures are from the Report of the Commissioner of Education for 1882-'83.

g Includes board.

h Free to a large number.

from Report of the Commissioner of Education for 1882-'83.

b Estimated.
c Average charge.
d Charge for a month.
e These statistics are for year only.

five months of the school

f Not open during the school year from the Report of Education for 1882-'83.

lastic year 1883-'84; figures
the Commissioner of Educa-

TABLE VI.—*Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1129 New Hagerstown Academy.....				x	0		100		\$12-36	\$40,000				40	September 1.
1130 Pleasantville Collegiate Institute.....	x	x	x	x	x	x	300		26	30,000			\$1,700	40	September 1.
1131 Poland Union Seminary.....			x	x	x	x	900	50	283		\$40,000	\$750	1,900	40	August 20.
1132 Ursuline Academy for Young Ladies.....	x	x	x	x	x	x	5,000	30	\$200					40	September 1.
1133 Savannah Academy.....			x	x	x	x	300		254	4,000	2,000	120	1,000	39	September 1.
1134 Starr's Institute.....									40	3,500				40	Sept., 1st Monday.
1135 Southville Normal College.....	0	0	x	x	0	x	700	50	25-38	20,000				40	August 12.
1136 New Lyme Institute.....			x	x	x	x	(0)		18-24	30,000			3,500	39	August 19.
1137 Springfield Seminary.....	x	x	x	x	x	x	3,000	50	45-75	40,000				38	September 10.
1138 Stenbenville Seminary*.....		x	x	x	x	x	300		24-36	20,000			1,000	28	September 13.
1139 College of Ursuline Sisters.....	x	x	x	x	0	0			24	2,000				44	September 1.
1140 Plains Seminary.....														33	August.
1141 Twinsburg Institute.....							900	50	18-25	11,000	2,500	150		38	August 27.
1142 Western Reserve Seminary.....	x	x	x	x	x	x			(c)	75,000	70,000	5,000		38	September 1.
1143 Rayon High School.....	0	0	x	x	x	x	5,000							38	September 1.
1144 Putnam Classical Institute.....			x	x	x	x	1,000	50	25-50	20,000	17,000	1,300	2,000	38	September 5.
1145 Albany Collegiate Institute.....			x	x	x	x	50	0	40	8,900	0	0		40	September 12.
1146 Ashland Collegiate and Normal School.....	x	x	x	x	0	0	110	10	20	1,800	0	0		40	Sept., 1st Monday.
1147 Grace Church Parish School*.....	0	0	x	x	0	0			e18	10,000	6,000	450	2,500	30	September.
1148 La Creole Academic Institute*.....	0	x	x	x	0	0								30	September 23.
1149 Drain Academy.....	x	x	x	x	0	0	0	0	0	4,000	0	0	0	52	July 1.
1150 Grand Ronde Indian Agency Manual Labor, Boarding, and Day School.....															
1151 Lakeview Institute.....	x	x	x	x	0	0	0		24	5,000			400	36	September.
1152 Santiam Academy*.....			x	x	0	0	250	50	f5-12	8,000	1,870	150	750	36	September.
1153 Oakland Academy.....	x	x	x	x	0	0			15	4,500			500		September 1.

[illegible]

e Value of grounds and buildings.

of Closed during 1883; reopened January, 1884.

b Church collection.
c For members per month; \$2 to non-members.

c For members per
d Average charge.

d Average charge.

From Report of the Commissioner of Education for

1882-'83.
Includes board.

TABLE VI.—*Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free band.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1262 Waterford Academy.....		×	×		×	×	350	50	\$20	\$5,000	\$4,500	\$270	\$1,500	42	August 19.
1263 Petrol's Academy*.....									18	3,000					September 17.
1264 Darlington Seminary for Young Ladies.	×	×	×	×	×	×	600	30	60	25,000		500		40	September.
1265 West Chester Friends' High School.	0	×	0	0	0	×	0		24-40		0	0	1,500	40	September.
1266 Lucretia M. B. Mitchell's School for Girls.*		×	×		×				60-90					40	September.
1267 Westtown Boarding School.	×	×			×	×	3,000	(a)	160	35,000	5,500	500		44	September.
1268 The Wilkes-Barre Female Institute.*									32-60	10,000				38	Sept., 1st Monday.
1269 Ladies' Classical Institute.....		×			×	×			34					40	September 1.
1270 Williamsport Dickinson Seminary		×	×	×	×	×	2,400	30	650					34	September 23.
1271 Family and Day School for Girls.			×	×	×	×	1,100	50	200	7,500	0	0		40	September 6.
1272 Female Academy of the Sacred Heart.*	×	×	×	×	×	×	6,000	100	5300	500,000	150,000	8,000		40	September.
1273 Friends' New England Boarding School.*	×	×	×	×	×	×			100-130					38	September 23.
1274 Miss Gardner's School for Young People.	×	×	×		×	×	75						2,595	40	September 4.
1275 La Salle Academy*.....	0	×	×		0	×	500	200	20	50,000			3,000	40	September 4.
1276 St. Mary's Young Ladies' Seminary.*	×	×	×	×	×	×	1,000	50	5205	40,000			6,000	40	September 4.
1277 Polytechnic and Industrial Institute.	×	×	×	×	0	0	1,500	250	0	15,000		c5,200		36	November 1.
1278 Charleston Female Seminary.....		×	×	×	(d)	(d)	4,000		50-100	10,000	0	0	16,600	39	Oct., 1st Monday.
1279 Southern Home School for Boys			×	×	0	0								49	April 1.
1280 Wallingford Academy.....			×	×	0	0	300	0	2,4	13,000	0	0	421		

TABLE VI.—Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Taylor Institute															January 10.
Sam Houston Academy			x	x					\$5,000					40	September 1.
Clear Spring Academy	0	0	0	0	0	0	0		1,000	\$0	\$0			40	September 1.
La Grange Female School*			x	x	0	0			5,000				\$700	40	September 4.
Cumberland University School for Girls.*					0	0	0	0	30					40	September 4.
Greenwood Seminary*	x		x	x			3,000	20	2250, 300	10,000				40	September 4.
Masonic Academy		x	x	x	0	0	0		20-30	1,300			850	40	August 7.
Linden Academy															
Savannah Grove Academy			x	x	x				800				1,770	42	July 28.
Loudon High School*					0	0	200		10,000				1,500	40	August 1.
Lynchburg Normal*	0	0	x	x	0	0	0	0	50	3,100			1,100	40	September 1.
Waters and Walling College*	0		x	x	0	0	0	0	20	6,000	0	0	1,200	40	March 5
Martin Male and Female Academy					0	0	0	0	20	1,600				40	Sept. 1st Monday.
Mason High School*	x								40-60					38	September 22.
St. Mary's School	x	x	x	x	0	0	75	10	15-40	1,500				40	September 3.
Middleton High School*			x	x	0	0	500	30	15-60	15,000	0		1,100	40	March 15.
Farmount*		0	x	x	0	0	0	0	15-27	2,000	0	0		36	S.-pt. 1st Tuesday.
Morristown Female High School.		0	0	0	0	0	0	0	200	500	0	0	550	36	September 2.
Morristown Male Academy															
Reubin Female Seminary		x	x	x	0	0	1,000		20,000	20,000			1,800	40	Sept. 1st Thurs.
Seminary for Young Ladies		x	x	x	0	0	300		50,000	50,000				40	August 7.
Eclectic and Normal Institute	0	0	0	0	0	0	300	25	32-54	2,500			1,900	40	Sept. 1st Monday.
East Nashville Academy	x	0	0	0	0	x	0		20-80	30,000	50,000	3,000	6,056	40	September 2
Montgomery Bell Academy	x	x	0	0	0	0	0	0	21-2	1,000	0			20	Feb. 1st Monday.
Alpine Academy	0	0	x	x	x	x	150	10	16-40	10,000	0	\$1,200	3,000	40	Sept. 1st Monday.
Union Seminary							200	10	40	10,000			400	40	August 11.
Holston Seminary									2,500	2,500			400	40	September 1.
Ooltewah Academy									42						

1353	Bledsoe Institute.....	x	x	0	0	0	0	0	20	2,000	0	40
1356	Hatchie Academy.....	0	0	0	0	0	0	0	20-40	500	650	40
1357	The Mrs. S. H. Welch High School.....	0	0	0	0	0	0	0	20-32	5,000	1,000	40
1358	Parrotville High School.....	0	0	0	0	0	0	0	10-30	2,000	1,250	40
1359	People's College.....	0	0	0	0	0	0	0	15-33	14,000	1,750	40
1360	Oak Grove Academy*.....	0	0	0	0	0	0	0	54	10,000	2,400	40
1361	Giles College.....	0	0	0	0	0	0	0	30-40	3,000	1,100	35
1362	Greenville District Seminary*.....	0	0	0	0	0	0	0	10-30	1,600	300	40
1363	Landerdale Institute.....	0	0	0	0	0	0	0	420	1,500	1,000	40
1364	Madison Academy.....	0	0	0	0	0	0	0	420	5,000	4,000	40
1365	Saltillo Academy.....	0	0	0	0	0	0	0	25	1,500	2,500	40
1366	Sequachee College.....	x	x	x	x	x	x	x	124-314	3,000	1,500	36
1367	Collegiate Institute*.....	x	x	x	x	x	x	x	2134	6,000	940	32
1368	Pure Fountain College.....	x	x	x	x	x	x	x	8-16	5,000	927	32
1369	Norsee Seminary*.....	0	0	0	0	0	0	0	20-40	2,500	540	35
1370	Tazewell College.....	0	0	0	0	0	0	0	16	8,000	40	40
1371	Union City District High School.....	0	0	0	0	0	0	0	4	4,000	220	32
1372	Pleasant Grove Seminary.....	0	0	0	0	0	0	0	32-59	0	52	16
1373	Washington College.....	x	x	0	0	0	0	0	35	0	0	40
1374	Watanga Academy.....	x	x	0	0	0	0	0	0	0	0	35
1375	White Haven Academy.....	0	0	0	0	0	0	0	0	0	0	35
1376	Edwards Academy.....	0	0	0	0	0	0	0	0	0	0	35
1377	Woodbury College*.....	0	0	0	0	0	0	0	0	0	0	35
1378	Woolsey College.....	0	0	0	0	0	0	0	0	0	0	35
1379	New Hope Academy.....	x	x	x	x	x	x	x	0	0	0	35
1380	Austin College*.....	x	x	x	x	x	x	x	0	0	0	35
1381	Texas German and English Academy.....	x	x	x	x	x	x	x	0	0	0	35
1382	Bell's High School.....	x	x	x	x	x	x	x	0	0	0	35
1383	Carlton College.....	x	x	x	x	x	x	x	0	0	0	35
1384	Masonic Female Institute.....	x	x	x	x	x	x	x	0	0	0	35
1385	East Mount Academy.....	x	x	x	x	x	x	x	0	0	0	35
1386	St. Joseph's College.....	0	0	0	0	0	0	0	0	0	0	35
1387	Buffalo Gap High School.....	0	0	0	0	0	0	0	0	0	0	35
1388	Clarksville High School.....	0	0	0	0	0	0	0	0	0	0	35
1389	Comanche College.....	0	0	0	0	0	0	0	0	0	0	35
1390	Dangorfield High School.....	0	0	0	0	0	0	0	0	0	0	35
1391	Dodd City High School.....	0	0	0	0	0	0	0	0	0	0	35
1392	Farrill College*.....	x	x	x	x	x	x	x	0	0	0	35
1393	Texas Wesleyan College.....	x	x	x	x	x	x	x	0	0	0	35
1394	Jones' Male and Female Institute*.....	0	0	0	0	0	0	0	0	0	0	35
1395	Gonzales Male and Female School.....	0	0	0	0	0	0	0	0	0	0	35
1396	Sabine Valley University*.....	0	0	0	0	0	0	0	0	0	0	35
1397	Homer Male and Female High School.....	0	0	0	0	0	0	0	0	0	0	35
1398	Honey Grove High School.....	0	0	0	0	0	0	0	0	0	0	35

* From Report of the Commissioner of Education for 1882-83.

a Charge for a month.

b Use of that of university.

c Includes board.

d Average charge.

e Not open for the spring session of 1884; to be reopened in the fall.

f From taxation; school partly supported by public funds.

g Principal's library.

h School temporarily closed; to be opened in September, 1884; figures are from Report of the Commissioner of Education for 1882-83.

TABLE VI.—*Statistics of institutions for secondary instruction for 1883-'84, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholar's year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
I	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Walcott Institute.....		x	x	x	0	0	400	25	\$30				\$2,550	40	Sept., 1st Monday.
Alexander Institute*.....			x	x	0	0			15					40	September 1.
Lancaster Masonic Institute.....	x		x	x	0	0			22-52					40	September.
East Texas Academic Institute.....				x	0	0	700	20	8					40	October 1.
Bishop Baptist College.....		0	x	x	0	0	800	0	114		\$0	\$0	600	37	September 22.
Wiley University.....		0	x	x	0	0	300	10	45				3,800	40	September 4.
Mexico Polytechnic Institute*.....		x	x	x	x	0	176	41	27				2,175	38	Sept., 2d Tuesday.
Summer Hill Select School.....		x	x	x	0	0	0	0	25		0	0	0	40	September 1.
Hubbard College.....	0		x	x			0								
Aiken Institute.....															
Paris School*.....															
Piano Institute.....															
Rhea's Mill Academy*.....		0	0	0	0	0	360	38	173-35			100	350	40	September 4.
English-German Academy.....							0		40		0	0	1,000	40	Sept., 1st Monday.
Rutgersville College.....															
Alamo German-English School.....	x	x	x	x	0	x	250		30				1,500	44	September.
German-English School.....	x	x	x	x	0	0	500	600	274-384				5,000	40	April 1.
High School for Young Ladies*.....	x	x	x	x	0	0	80		6350					39	September 4.
St. Mary's Hall.....	x	x	x	x	0	0	1,000	70	10-20					40	September 26.
St. Mary's Institute.....	x	x	x	x	x	x	500		200					40	Sept., 1st Monday.
Ursuline Convent.....	x	x	x	x	x	x	0		20-50		0	0	6,500	40	Sept., 1st Monday.
Coronado Institute*.....															
Savoy College.....							400								
North Texas Female College*.....	x	x	x	x	x	x	300	50	30,40,50					40	September 2.
Sherman Female Institute*.....	x	x	x	x	0	0	140	140	20-40					40	September 8.
Central College.....	x	x	x	x	0	0							2,000	43	Sep., 1st Monday.
St. Joseph's College and Diocesan Seminary.....															
Brigham Academy.....	0	x	0	x	0	x	100	100	cd21		15,000	30,000	1,800	36	Sept., 1st Monday.

1427	Barre Academy.....	x	x	x	x	x	x	800	50	25	20,000	3,000	25	39	Aug., last Thurs.
1428	Goldard Seminary.....	x	x	x	x	x	x	1,300	50	25-50	75,000	12,000	40	August 20.	
1429	St. Agnes' Hall.....	x	x	x	x	x	x	6390	6390	6300-400	30,000	0	40	September 17.	
1430	Vermont Episcopal Institute.....	x	x	x	x	x	x	300	25	15-18	10,000	1,200	33	August, last week.	
1431	Derby Academy.....	x	x	x	x	x	x	200	12	12-18	3,500	600	36	August, last week.	
1432	Essex Classical Institute.....	0	0	x	x	x	x	1,5	0	15-18	10,000	125	35	Aug., last Tues.	
1433	New Hampton Institution.....	x	x	x	x	x	x	2,700	0	15-18	2,000	1,000	37	September 1.	
1434	Orleans Liberal Institute.....	x	x	x	x	x	x	633	18-36	18-36	1,500	0	37	September 1.	
1435	Champlain Hall.....	x	x	x	x	x	x	300	10	11	4,000	0	33	September 1.	
1436	Lanette Central Academy.....	x	x	x	x	x	x	240	20	21	0	1,239	34	Aug., last Tues.	
1437	Black River Academy.....	x	x	x	x	x	x	550	292	23	22,000	25,000	30	Aug., last Tues.	
1438	Lyndon Institute.....	0	0	0	0	0	0	0	0	133-153	6,000	150	32	September 1.	
1439	McIndoes Falls Academy.....	x	x	x	x	x	x	1,000	50	18	10,000	2,500	32	September 1.	
1440	Newbury Seminary and Ladies' Institute.....	x	x	x	x	x	x	185	25	18-24	5,000	600	39	Aug., last Tues.	
1441	Beeman Academy.....	0	0	x	x	x	x	1,100	0	20-100	15,000	900	39	Sept., 1st Tuesday.	
1442	Caledonia County Grammar School.....	x	x	x	x	x	x	0	0	20-100	60,000	4,750	40	Sept., 1st Monday.	
1443	Troy Conference Academy.....	x	x	x	x	x	x	0	0	20-100	20,000	0	39	September 5.	
1444	Villa Barlow Boarding and Select School of the Sisters of Notre Dame.*	x	x	x	x	x	x	0	0	20-100	20,000	0	40	Aug., last Tues.	
1445	Convent of Notre Dame.....	x	x	x	x	x	x	610	114	24, 30	100,844	8,813	39	Sept., 1st Tues.	
1446	St. Johnsbury Academy.....	x	x	x	x	x	x	0	0	18	85,000	6,384	36	September 3.	
1447	Vermont Academy.....	x	x	x	x	x	x	0	0	15-21	2,000	700	36	September.	
1448	Green Mountain Perkins Academy.....	x	x	x	x	x	x	200	223	15-21	5,500	0	33	Aug., last Wedn'y.	
1449	Thetford Academy.....	0	0	x	x	x	x	0	0	0	13,000	0	40	Sept., 1st Monday.	
1450	Leland and Gray Seminary.....	x	x	x	x	x	x	0	0	0	16,000	0	40	Aug., last Monday.	
1451	School of the Bluestone Mission.....	x	x	x	x	x	x	200	50	0	10,000	0	40	September 4.	
1452	Abington Male Academy.....	x	x	x	x	x	x	900	35	24-60	20,000	0	40	September 13.	
1453	Academy of the Visitation*.....	x	x	x	x	x	x	150	25	40-150	20,000	0	40	September.	
1454	Stonewall Jackson Institute.....	x	x	x	x	x	x	0	0	50	20,000	0	39	September.	
1455	Alexandria Academy*.....	x	x	x	x	x	x	0	0	90	20,000	0	40	Sept., 4th Wedn'y.	
1456	Clarens Home School.....	0	0	0	0	0	0	1,100	50	32-60	8,000	0	42	Sept., 3d Wedn'y.	
1457	Episcopal High School of Virginia.....	0	0	0	0	0	0	211	17	0-200	8,000	0	40	Sept., 1st Monday.	
1458	Potomac Academy.....	x	x	x	x	x	x	0	0	0	8,000	0	40	September 1.	
1459	St. John's Academy.....	x	x	x	x	x	x	0	0	0	8,000	0	40	September 13.	
1460	St. Mary's Academy.....	x	x	x	x	x	x	1,200	200	60	25,000	5,800	36	September 4.	
1461	Mt. Pisgah Academy.....	x	x	x	x	x	x	0	0	0	1,500	1,100	40	Sept., 1st Wedn'y.	
1462	Yates' Lower Free School ^f	x	x	x	x	x	x	0	0	30-100	8,000	2,000	36	Sept., 2d Wedn'y.	
1463	Yates' Upper Free School ^f	x	x	x	x	x	x	125	50	60	25,000	2,000	40	September 15.	
1464	Bethel Classical and Military Academy.....	0	0	0	0	0	0	1,500	20-100	20-100	10,000	2,200	40	September 15.	
1465	Abington District High School*.....	x	x	x	x	x	x	0	0	0	1,500	1,100	40	Sept., 1st Wedn'y.	
1466	Bowling Green Female Seminary.....	x	x	x	x	x	x	0	0	0	8,000	2,000	36	Sept., 2d Wedn'y.	
1467	Pantops Academy.....	x	x	x	x	x	x	2,000	50	60	25,000	2,000	40	September 15.	
1468	Piedmont Female Institute*.....	x	x	x	x	x	x	1,500	20-100	20-100	10,000	2,200	40	September 15.	

* From Report of the Commissioner of Education for 1882-83.

^a Value of grounds and buildings.^b Includes board.^c Average charge.^d For non-residents.^e Income from lease land, \$40 a year.^f The Yates' Schools are about six miles apart; they have the same board of trustees and are supported by private endowment.^g Charge for a month.

TABLE VI.—*Statistics of institutions for secondary instruction for 1883-'84, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1		19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1469	Thyne Institute.....	0	×	×	0	0	0	250	125	\$0	\$6,000	\$0	\$0	\$0	36	Sept., 1st Monday.
1470	Elk Creek Academy.....	0	×	×	×	0	0	0	0	18	1,000	0	0	9,000	36	September.
1471	Gordonville Female College.....	.....	.....	.....	.....	.....	.....	135	0	30	9,000	0	0	1,761	38	September 10.
1472	Herridon Seminary.....	.....	.....	×	×	0	×	200	.....	215	.....	.....	.....	300	36	September.
1473	Villanova Academy*.....	.....	×	×	×	.....	.....	.....	.....	25	.....	.....	.....	.....	40	September 5.
1474	Home School.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1475	Louisa Seminary.....	.....	×	×	×	.....	.....	.....	.....	18	4,000	.....	.....	.....	37	September 1.
1476	Shenandoah Normal College.....	×	.....	×	×	×	×	75	75	32	2,500	.....	.....	1,675	44	September 2.
1477	Mt. Welcome High School.....	.....	.....	.....	.....	.....	.....	300	.....	30-40	.....	.....	.....	.....	26	September 17.
1478	Stanley Hall.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1479	Norfolk Academy*.....	0	0	0	0	0	0	.....	.....	30-50	25,000	.....	.....	6,000	40	September 26.
1480	Norfolk Mission School.....	.....	.....	×	.....	.....	.....	3,000	0	0	20,000	.....	.....	0	40	September 1.
1481	Webster Scientific and Literary Institute.....	.....	.....	.....	.....	×	×	.....	.....	250	10,000	.....	.....	.....	40	September.
1482	Academy of the Visitation, Monte Maria.....	×	×	×	×	0	0	1,567	.....	2200	45,000	.....	.....	.....	42	Sept., 1st Monday.
1483	Hartshorn Memorial College.....	0	0	×	×	0	0	65	65	8	28,500	0	0	206	28	October 1.
1484	Richmond Institute.....	.....	.....	×	.....	×	×	3,000	200	8	25,000	3,000	.....	500	36	October 1.
1485	Rural Male and Female Seminary.....	.....	.....	×	×	0	0	500	300	30	8,000	.....	.....	.....	36	October.
1486	Suffolk Collegiate Institute.....	×	×	×	×	0	×	300	.....	19-49	4,000	.....	.....	.....	39	September 15.
1487	Suffolk Military Academy.....	0	0	0	0	0	×	0	.....	30-60	3,000	0	0	1,600	36	September 22.
1488	Burlington Female Institute.....	.....	0	×	×	0	0	.....	.....	30	5,000	.....	.....	800	40	September 3.
1489	Fairfax Hall.....	.....	.....	×	×	0	0	.....	.....	230	15,000	.....	.....	.....	40	August 29.
1490	Trinity Hall.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1491	French Creek Institute.....	0	0	0	0	0	0	0	0	d2	1,200	0	0	2136	40	October 1.
1492	Academic Department of Storrs College.....	×	.....	×	×	0	0	3,500	.....	f12	.....	.....	.....	.....	.....	.....
1493	Morganstown Female Seminary.....	.....	×	×	×	0	0	500	15	16-32	10,000	.....	.....	800	40	Sept., 1st Wednesday.

1404	Shelton College	x	x	x	x	x	5,000	10,000	25	10,000	0	0	1,800	33	Sept. 3d Wedn'y.
1495	Segrin Collegiate Institute	x	x	x	x	x	16	150,000	21-27	150,000	0	0	1,800	44	Sept. 1st Monday.
1496	Wesleyan Female Academy*	x	x	x	x	x	100	18,000	12-24	18,000	0	0	1,405	39	September 1.
1497	Albion Academy and Normal Institute	x	x	x	x	x	500	60,000	32	60,000	0	0	1,405	38	September.
1498	Feairlie Seminary	x	x	x	x	x	0	0	0	0	0	0	1,405	36	September 17.
1499	Merrill Institute	x	x	x	x	x	1,500	40,000	130	40,000	0	0	1,405	40	September 1.
1500	Box Lake Seminary (Academy)	x	x	x	x	x	300	50,000	0	50,000	0	0	1,405	40	September 1.
1501	Lake Geneva Seminary	x	x	x	x	x	850	70,000	48-50	70,000	0	0	1,405	40	September 1.
1502	Janesville English Academy*	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1503	Marshall Academy	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1504	St. Lawrence College	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1505	St. Mary's Catholic School	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1506	School (Merrill, Wis.)	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1507	Concordia College	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1508	German and English Academy	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1509	Gymnasium of the Missouri Synod	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1510	Marquette College	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1511	Gymnasium of the Missouri Synod	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1512	St. Mary's Convent Day School	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1513	St. Mary's Institute	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1514	Oconomowoc Seminary	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1515	College and University of the Sacred Heart	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1516	St. Mary's Institute	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1517	The Home School*	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1518	St. Catharine's Female Academy	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1519	Rochester Seminary	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1520	Seminary of St. Francis of Sales	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1521	Lutheran Ladies' Seminary	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1522	University of Our Lady of the Sacred Heart	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1523	Carroll College Academy	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1524	Lutheran High School	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1525	Dakota College	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1526	Academy of the Holy Cross	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1527	Academy of the Visitation	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1528	Arlington Academy	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1529	Misses Blair and Barnes' Select School	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1530	Boys' English and Classical High School	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1531	Mrs. C. B. Burr's School*	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1532	Church School for Young Ladies	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1533	Emerson Institute*	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.
1534	French and English Family and Day School	x	x	x	x	x	100	100,000	0	100,000	0	0	1,405	40	September 1.

* From Report of the Commissioner of Education for 1882-83.

a Average charge.

b Includes board.

c Value of grounds on which buildings are now being erected.

d Charge for a month.

e For three months.

f Tuition and room rent.

g Includes value of convent building.

h School not in session in 1883-84.

	1562	1563	1564	1565	1566	1567	1568	1569	1570	1571	1572	1573	1574	1575	1576	1577	1578	1579	1580	1581	1582	1583	1584	1585	1586	1587	1588	1589
Christian Brothers' College.....																												
Santa Fe Academy.....																												
Willard Academy.....																												
Hooper Free School.....																												
Catch Valley Seminary.....																												
St. John's School*.....																												
Walsatch Academy.....																												
Orden Academy.....																												
School of the Good Shepherd.....																												
Brigham Young Academy*.....																												
Providence Hall.....																												
St. Mark's School.....																												
St. Mary's Academy*.....																												
Salt Lake Collegiate Institute.....																												
Salt Lake Seminary.....																												
Toulet Seminary.....																												
Alden Academy.....																												
Chicalis Valley Academy.....																												
Benj. P. Cheney Academy.....																												
Colfax Academy.....																												
Colville Indian Industrial Board.....																												
ing School for Boys.....																												
Stellacoom Normal Academy.....																												
Holy Angels' College.....																												
St. Paul's School.....																												
St. Mary's School.....																												

* From Report of the Commissioner of Education for 1882-'83.

a Includes board.

b Value of apparatus.

c Value of buildings.

d Charge for a month.

List of institutions for secondary instruction from which no information has been received.

Name.	Location.	Name.	Location.
Dadeville Seminary	Dadeville, Ala.	Willis Institute	Pistol, Ga.
Ursuline Institute of St. John Baptist	Tuscaloosa, Ala.	Raytown Academy	Raytown, Ga.
Evening Shade College	Evening Shade, Ark.	Reynolds Academy	Reynolds, Ga.
Lee High School	La Grange, Ark.	Rome Military Institute	Rome, Ga.
Searcy Female Institute	Searcy, Ark.	Sandersville High School	Sandersville, Ga.
St. Mary's Hall	Benicia, Cal.	C. P. Broman School	Sparta, Ga.
Convent of Mary Immaculate	Gilroy, Cal.	Summerville Academy	Summerville, Ga.
St. Joseph's Academy	Oakland, Cal.	Tazewell High School	Tazewell, Ga.
Sacramento Home School	Sacramento, Cal. (11 st., bet. 13th and 14th)	Thomson School for Boys and Girls	Thomson, Ga.
Sacramento Seminary	Sacramento, Cal.	Toccoa Academy	Toccoa, Ga.
St. Mary's Academy of the Sisters of Loretto	Deuver, Colo.	Fulton High School	Tryckum, Ga.
Golden Hill Seminary	Bridgeport, Conn.	Way Cross High School	Way Cross, Ga.
Everest Rectory School	Centerville, Conn.	Bethel Academy	West Point, Ga.
Glastonbury Academy	Glastonbury, Conn.	Wynn's Mills Male and Female Academy	Wynn's Mills, Ga.
Greenwich Academy	Greenwich, Conn.	Ursuline Convent of the Holy Family	Alton, Ill.
Hillside School for Boys	Norwalk, Conn.	Notre Dame Academy	Bourbonnaise Grove, Ill.
The Selleck School	Norwalk, Conn.	Sts. Benedict and Scholastica's Select School	Chicago, Ill.
Boarding and Day School for Young Ladies	Norwich, Conn.	Danville Wesleyan Seminary	Danville, Ill.
Our Lady of Perpetual Help	Putnam, Conn.	Friendsville Seminary	Friendsville, Ill.
Saybrook Seminary	Saybrook, Conn.	McDonough Normal, Scientific, and Commercial College	Macomb, Ill.
Miss Aiken's School	Stamford, Conn.	Rich Square School	Lewisville, Ind.
The Maples; Family School for Young Ladies	Stamford, Conn.	Academy of the Assumption	South Bend, Ind.
English and Classical School	Stratford, Conn.	St. Paul's Academy	Valparaiso, Ind.
Stratford Institute for Young Ladies	Stratford, Conn.	St. Paul's Grammar School	Valparaiso, Ind.
Alworth Hall	Tyler City, Conn.	St. Rose's Boarding and Day School	Vincennes, Ind.
Academy of St. Margaret of Cortona	Winsted, Conn.	St. Joseph's Academy of the Sacred Heart	Cedar Rapids, Iowa.
Laurel Select School	Laurel, Del.	St. Francis' Academy for Young Ladies	Council Bluffs, Iowa.
Academy of the Visitation	Wilmington, Del.	St. Joseph's Academy	Dubuque, Iowa.
St. Joseph's Academy	Palatka, Fla.	Preparatory and Normal School	Iowa City, Iowa.
Academy of the Sacred Heart	Ackworth, Ga.	Kossuth Normal Academy	Kossuth, Iowa.
Ackworth High School	Atlanta, Ga.	Howe's Academy and Teachers' Institute	Mt. Pleasant, Iowa.
Means High School	Augusta, Ga.	Ainsworth's Grammar and High School	West Union, Iowa.
Summerville Academy	Baldstown, Ga.	Wilton Academy	Wilton Junction, Iowa.
Bairdstown Academy	Bartow County, Ga. (17th district).	St. Mary's Female Academy	Leavenworth, Kans.
Oak Grove High School	Blackshear, Ga.	St. Ann's Academy	Osage Mission, Kans.
Blackshear Academy	Brooks Station, Ga.	Elkton High School	Elkton, Ky.
Brooks Station Academy	Brooks Station, Ga.	Harrisburgh High School	Harrisburgh, Ky.
Buena Vista High School	Buena Vista, Ga.	Hodgenville Seminary	Hodgenville, Ky.
Peach Orchard Academy	Buena Vista, Ga.	Christian College	Husfordville, Ky.
Byron Academy	Byron, Ga.	High School	Larne, Ky.
Mrs. Field's Select School	Calhoun, Ga.	Loretto Academy	Loretto, Ky.
Paris Hill Academy	Cameron, Ga.	Holyoke Academy	Louisville, Ky.
Wofford Academy	Cass Station, Ga.	Graves College	Mayfield, Ky.
Cedartown High School	Cedartown, Ga.	Maysville Seminary	Maysville, Ky.
Chincapin Grove High School	Chincapin Grove, Ga.	Owenton High School	Owenton, Ky.
Conyers Female Academy	Conyers, Ga.	Bethlehem Literary Institution	St. John, Ky.
Conyers Male Academy	Conyers, Ga.	Spencer Institute	Taylorville, Ky.
Culverton Academy	Culverton, Ga.	West Liberty Male and Female Seminary	West Liberty, Ky.
Dirt Town Academy	Dirt Town, Ga.	Collegiate Institute	Baton Rouge, La.
Mt. Parun Academy	Enhartslee, Ga.	Feliciana Female Collegiate Institute	Bayou Sara, La.
Select English and Classical School	Fairburn, Ga.	Convent of the Presentation	Marksville, La.
Fairmount Academy	Fairmount, Ga.	Day School for Colored Children	New Orleans, La.
Fayetteville Seminary	Fayetteville, Ga.	Lorquet Leroy Female Collegiate Institute	New Orleans, La.
Fort Valley Male Academy	Fort Valley, Ga.	St. Aloysius Academy	New Orleans, La.
Greensboro Male and Female Cooperative School	Greensboro, Ga.	St. Mary's School for Colored Girls	Opelousas, La.
Braswell Academy	High Shoals, Ga.	St. Joseph's Day and Boarding Academy for Young Ladies of Color	Shreveport, La.
Planters High School	Hollonville, Ga.	St. Vincent's Academy	
Planters Institute	Jefferson, Ga.		
Arbun Institute	Jeffersonville, Ga.		
Mound de Sales Academy	Macon, Ga.		
Marietta High School for Boys and Girls	Marietta, Ga.		
Milner High School	Milner, Ga.		
Monroe Male and Female Academy	Monroe, Ga.		
Stonewall School	Morven, Ga.		
Newnan Seminary	Newnan, Ga.		
Liberty Academy	Pine Level, Ga.		

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.	Name.	Location.
Beechwood Academy	Tangipahoa, La.	North Plainfield Seminary...	Plainfield, N. J.
China Academy	China, Me.		(box 341).
Mt. St. Agnes Academy	Baltimore, Md.	Collegiate Institute	Salem, N. J.
	(Mt. Washington).	Sevensdale Institute	South Amboy, N. J.
St. Francis Academy	Baltimore, Md.	Miss Sarah B. Matthews'	Sunnit, N. J.
Southern Home School	Baltimore, Md.	School.	
	(197 N. Charles	Christian Brothers' Academy	Albany, N. Y.
	street).	English, French, and Clas-	Albany, N. Y. (131
Stewart Hall Collegiate and	Baltimore, Md.	sical Institute.	Pearl st.).
Commercial Institute.	(1023 W. Balti-	St. Mary's School for Girls...	Albany, N. Y.
	more street).	Young Ladies' Institute	Albany, N. Y.
Easton Friends' School	Easton, Md.	Brooks' Seminary for Young	Brooklyn, N. Y.
St. Joseph's Academy	Emmitsburg, Md.	Ladies.	
Academy of the Visitation...	Frederick, Md.	Friends' School	Brooklyn, N. Y.
Day and Boarding School for	Boston, Mass.		(Schermerhorn
Young Ladies and Children.	(West Chester		st. near Berum).
	Park).	German-American Boarding	Brooklyn, N. Y.
Institute of Languages	Boston, Mass.	and Day School for Young	(154 Montague
	(Hotel Pelham).	Ladies and Children.	street).
Family and Day School for	Springfield, Mass.	Lockwood's Academy	Brooklyn, N. Y.
Young Ladies.		St. Mary's School	Brooklyn, N. Y.
Miss Salisbury's School for	Pittsfield, Mass.	Leseman's Institute	College Point, N. Y.
Young Ladies.		St. Paul's Cathedral School ..	Garden City, N. Y.
Willow Park Seminary	Westboro', Mass.	Goshen Institute	Goshen, N. Y.
Oak Park Seminary	P. w. Paw, Mich.	Hamilton Female Seminary...	Hamilton, N. Y.
School of the Holy Apostles..	Mankato, Minn.	Union Hall Seminary	Jamaica, (L. I.), N.
St. Joseph's Academy	St. Paul, Minn.		Y.
St. Paul Home School	St. Paul, Minn. (36	Monticello Academy	Monticello, N. Y.
	Iglehart street).	Miss Chisholm's School for	New York, N. Y.
Columbus District High	Chester, Miss.	Girls.	(718 Madison
School.		Miss Jaudon's Boarding and	ave.).
Mt. Hermon Female Seminary	Clinton, Miss.	Day School.	New York, N. Y.
Crystal Springs Institute	Crystal Springs,		(348 Madison
	Miss.	Mlle M. D. Tardivel's Insti-	ave.).
Meridian Academy	Meridian, Miss.	tute for Young Ladies.	New York, N. Y.
Oakland Male and Female	Oakland, Miss.	Moeller Institute	(25 W. 46th st.).
College.		Murray Hill Institute	New York, N. Y.
Okolona Male Academy	Okolona, Miss.		(336 W. 29th st.).
Pontotoc Male Academy	Pontotoc, Miss.	Misses Perrin's Young Lad-	New York, N. Y.
Chamberlain Hunt Academy.	Port Gibson, Miss.	ies' School.	(2021 Fifth ave.).
Stonewall Female College	Ripley, Miss.	St. John's School	New York, N. Y.
Sardis Institute	Sardis, Miss.	School for Boys	New York, N. Y.
Walthall Male and Female	Walthall, Miss.		(10 W. 45th st.).
High School.		Sisterhood of the Gray Nuns.	Oadensburg, N. Y.
Arcadia College and Acad-	Arcadia, Mo.	Villa de Sales, Academy of	Near Parkville, N.
emy of the Ursuline Sis-		the Visitation.	Y.
ters.		Bishop's English and Classi-	Poughkeepsie, N.
St. Joseph's Academy	Edina, Mo.	cal School for Boys.	Y.
Classical and English School.	Glendale, Mo.	Pelham Institute	Poughkeepsie, N.
Oak Ridge High School	Oak Ridge, Mo.		Y.
St. Paul's College	Palmira, Mo.	Riverview Academy	Poughkeepsie, N.
Pilot Grove Collegiate Insti-	Pilot Grove, Mo.		Y.
tute.		Nazareth Academy	Rochester, N. Y.
St. Mary's Hall	Virginia City, Nev.	St. Andrew's Preparatory	Rochester, N. Y.
Academy of the Sisters of	Manchester, N. H.	Seminary.	(Broome st.).
Mercy.		Boarding and Day School for	Rye, N. Y.
Appleton Academy	New Ipswich, N. H.	Young Ladies.	
Coe's Northwood Academy..	Northwood, N. H.	Rye Seminary	Rye, N. Y.
Pittsfield Academy	Pittsfield, N. H.	Syracuse Classical School...	Syracuse, N. Y.
Home School for Young	Belleville, N. J.	Hartwell's Family School for	Unionville, N. Y.
Ladies.		Boys.	
Trinity Hall	Beverly, N. J.	Ravenscroft School	Asheville, N. C.
Misses Hayward's English	Elizabeth, N. J.	Cary High School	Cary, N. C.
and French School for		Denver Seminary	Denver, N. C.
Young Ladies.		Woodland Academy	Goldsboro', N. C.
Young Ladies' Institute	Hoboken, N. J. (352	Pittsboro' Scientific Acad-	Pittsboro', N. C.
	Bloomfield st.).	emy.	
St. Aloysius Academy	Jersey City, N. J.	Misses Welfare's Private	Salem, N. C.
St. Peter's College	Jersey City, N. J.	School.	
St. Elizabeth's Academy	Near Madison, N. J.	Wilson Collegiate Institute..	Wilson, N. C.
	(Convent sta-	Winston Male Academy	Winston, N. C.
	tion).	Mt. St. Vincent's Academy ..	Cincinnati, Ohio.
Miss Stevenson's French and	Morristown, N. J.		(Cedar Grove).
English Boarding School		Miss Mittleberger's School ..	Cleveland, Ohio.
for Young Ladies and Lit-			(1020 Prospect st.).
tle Girls.		Madison Seminary	Madison, Ohio.
St. John's School	Passaic, N. J.	Ursuline College	Nottingham, Ohio.
Passaic Falls Institute	Paterson, N. J.	Salem Academy	South Salem, Ohio.
	(cor. Market and	Ursuline Convent of the	Toledo, Ohio.
	Church sts.).	Sacred Heart.	
Tallman Seminary	Paterson, N. J.		
	(York ave.).		

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.	Name.	Location.
Dagne's Collegiate Institute.	Wadsworth, Ohio.	Southern Union Normal School.	Newbern, Tenn.
Noire Dame Academy.....	Baker City, Oreg.	Hardin College	Savannah, Tenn.
St. Mary's Academy for Young Ladies.	Jacksonville, Oreg.	Cumberland Institute	Near Sparta, Tenn.
Jefferson Institute.....	Jefferson, Oreg.	Eaton Institute.....	Sparta, Tenn.
St. Mary's Academy.....	Portland, Oreg.	Powell's Valley Seminary...	Well Spring, Tenn.
St. Paul's Academy.....	St. Paul, Oreg.	University of West Tennessee.	White Haven, Tenn.
Wasco Independent Academy.	The Dalles, Oreg.	West Texas Conference Seminary.	Austin, Tex.
School for Girls.....	Allegheny, Pa.	Calvert High School.....	Calvert, Tex.
Linden Female Seminary.....	Doylestown, Pa.	Academy of the Sacred Heart of Mary.	Corsicana, Tex.
Friends' Graded School.....	Germantown, Pa. (Maplewood ave.)	Live Oak Seminary.....	Gay Hill, Tex.
Germantown Day College....	Germantown, Pa.	Ursuline Academy.....	Laredo, Tex.
Holidaysburg Young Ladies' Seminary.	Holidaysburg, Pa.	Alamo Military and Commercial Academy.	San Antonio, Tex.
Miss Anable's School for Young Ladies.	Philadelphia, Pa. (1350 Pine st.)	Bristol Academy	Bristol, Vt.
Friends' Select School.....	Philadelphia, Pa. (Germantown ave.)	Morgan Academy	Morgan, Vt.
Home School for Girls.....	Philadelphia, Pa. (3511 Hamiltonst.)	Bell Institute.....	Underhill, Vt.
Lauderbach Academy	Philadelphia, Pa. (108 S. 10th st.)	Glenwood Classical Seminary.	West Brattleboro', Vt.
Mt. Vernon Seminary and Kindergarten.	Philadelphia, Pa. (1313 Green st.)	White Rock Female High School.	Near Fork Union, Va.
Seminary for Young Ladies and Little Girls.	Philadelphia, Pa. (601 N. 18th st.)	Ann Smith Academy	Lexington, Va.
Young Ladies' Academy and Select School for Children.	Philadelphia, Pa. (1313 Poplar st.)	Leache-Wood Seminary	Norfolk, Va.
The Bishop Bowman Institute.	Pittsburgh, Pa.	Private School	Norfolk, Va.
St. Mary's Academy.....	Pittsburgh, Pa.	St. Mary's Female Academy.	Norfolk, Va.
St. Cecilia's Academy.....	Pittsburgh, Pa.	Hoover's Select High School.	Staunton, Va.
York County Academy.....	Pittsburgh, Pa.	Landon Female School.....	Stevensville, Va.
Island High School.....	Pittsburgh, Pa.	Suffolk Female Institute....	Suffolk, Va.
English, French, and German Boarding School.	Pittsburgh, Pa.	Prince Edward Academy....	Worsham, Va.
Brewer Normal School.....	Pittsburgh, Pa.	St. Mary's Academy.....	Charlottesville, W. Va.
Chattanooga Female Seminary.	Pittsburgh, Pa.	Academy of the Sisters of St. Joseph.	Charlottesville, W. Va.
Cleveland Masonic Institute.	Pittsburgh, Pa.	Academy of the Visitation ..	Parkersburg, W. Va.
Clifton Masonic Academy ..	Pittsburgh, Pa.	St. Alphonsus School	Wheeling, W. Va.
Dickson Seminary.....	Pittsburgh, Pa.	St. Joseph's Academy	Wheeling, W. Va.
Central Tennessee Conference Seminary.	Pittsburgh, Pa.	St. Mary's School	Wheeling, W. Va.
Huntington High School	Pittsburgh, Pa.	College of the Mission House.	Franklin, Wis.
Martin Academy	Pittsburgh, Pa.	St. John's Female School	Milwaukee, Wis.
South Normal School and Business Institute.	Pittsburgh, Pa.	Academy of the Sacred Heart of Mary.	Washington, D. C. (8th and C sts. S. W.)
Lexington Male Academy...	Pittsburgh, Pa.	Eclectic Seminary	Washington, D. C. (1301 Corcoran st.)
Lynchburg Male and Female Academy.	Pittsburgh, Pa.	English and French Boarding and Day School.	Washington, D. C. (1018 17th st. N. W.)
New Male and Female Institute.	Pittsburgh, Pa.	Pinkney Institute	Washington, D. C. (818 Connecticut ave.)
Macedonia Male and Female Institute.	Pittsburgh, Pa.	St. Matthew's Institute.....	Washington, D. C. (K bet. 14th and 15th sts.)
West Tennessee Seminary...	Pittsburgh, Pa.	School for Young Ladies and Children.	Washington, D. C. (908 12th st. N. W.)
Miss Higbee's School.....	Pittsburgh, Pa.	Academy of the Visitation ..	West Washington, D. C. (35th st.)
Memphis Institute	Pittsburgh, Pa.	Collegiate Institute for Young Ladies.	West Washington, D. C. (3100 N. st. N. W.)
Young Ladies' School	Pittsburgh, Pa.	Brigham Young College.....	Logan, Utah.
Mt. Pleasant Male and Female Academy.	Pittsburgh, Pa.	Sacred Heart Academy.....	Ogden, Utah.
		University of Utah.....	Salt Lake City, Utah.

TABLE VI.—*Memoranda.*

Name.	Location.	Remarks.
Livingston Male Academy.....	Livingston, Ala	Superseded by Cedar Grove Academy.
Richardson and Cleveland's Academy and Commercial Institute.	Mobile, Ala	Superseded by Richardson's Select School.
Mt. Union Seminary.....	Mt. Union, Ala	Not above elementary grade.
Mountain Spring High School	Trinity, Ala	Closed.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Philander Smith College.....	Little Rock, Ark.....	Transferred to Table IX.
Walden Seminary.....	Little Rock, Ark.....	Changed to Philander Smith College.
Monticello Male and Female Institute.....	Monticello, Ark.....	A public high school.
Texarkana Institute.....	Texarkana, Ark.....	Name changed to Texarkana Gymnasium.
Centennial Institute.....	Warren, Ark.....	It moved to Monticello.
Goethe's German School.....	Sacramento, Cal.....	Closed.
Mrs. Colgate Baker's School.....	San Francisco, Cal.....	Has passed into other hands and is now known as Van Ness Seminary.
Washington College.....	Washington Corners, Cal.....	Name of post office changed to Irving.
Curtis School for Boys.....	Bethlehem, Conn.....	Removed to Brookfield Centre.
Kent Seminary.....	Kent, Conn.....	Closed.
Miss Mecker's School.....	Norwich, Conn.....	Closed.
Stratford Academy.....	Stratford, Conn.....	Removed to New Milford and name changed to Adelphe Institute.
Smyrna Seminary.....	Smyrna, Del.....	Closed.
Wilmington Academy.....	Wilmington, Del.....	Closed.
West Florida Seminary.....	Tallahassee, Fla.....	Has become the literary department of the University of Florida (see Table IX).
Limetta Academy.....	Yellow Bluff, Fla.....	Merged in the public school system.
Lodge Academy.....	Bullard's, Ga.....	Closed.
Plenitude Academy.....	Clinton, Ga.....	Letter received August, 1883, says "No school here this year."
Central Collegiate Institute.....	Culloden, Ga.....	Now a private high school.
Cuthbert Male High School.....	Cuthbert, Ga.....	Not in existence.
Elbert Male High School.....	Elberton, Ga.....	Apparently superseded by Elberton Military Academy.
Select School for Girls.....	Forsyth, Ga.....	Superseded by Monroe Female College, which, after being suspended four years, reopened September, 1883 (see Table VIII).
Juniper High School.....	Juniper, Ga.....	Not in existence.
Grooverville Academy.....	Key, Ga.....	Letter received December, 1883, says "There is no academy in Key this year."
Lewis High School.....	Macon, Ga.....	Name changed to Lewis Normal Institute.
Kennesaw High School.....	Marietta, Ga.....	Closed.
Norcross High School.....	Norcross, Ga.....	Name changed to Georgia School of Language, Science, and Art.
Masonic Literary Institute.....	Ringgold, Ga.....	Name changed to Georgia Normal College.
Savannah Military Academy.....	Savannah, Ga.....	Chartered in 1883 as Georgia Military Academy.
Le Vert College and Collinswood Institute.....	Talbotton, Ga.....	Connection between these institutions has been dissolved, and each now exists as an independent institution.
Excelsior High School.....	Taylor's Creek, Ga.....	Closed.
Thomson High School.....	Thomson, Ga.....	Name changed to Augusta District High School.
Anthon Academy.....	Wellborn's Mills, Ga.....	Name of post-office changed to Feagin.
French and English School (Mlle. Clemence Broussais).....	Chicago, Ill.....	Closed.
East Illinois College and Normal School.....	Danville, Ill.....	Suspended.
St. Mary's Training School for Boys.....	Des Plaines, Ill.....	An industrial training school (see Table IX).
German-English College.....	Galena, Ill.....	Transferred to Table IX.
German-English Independent School.....	Indianapolis, Ind.....	Closed.
Des Moines Collegiate Institute.....	Des Moines, Iowa.....	Superseded by Callanan College (Table VIII).
Western Normal and Business Institute.....	Malvern, Iowa.....	Not in existence.
Waukon Seminary.....	Waukon, Iowa.....	Not in existence.
Abilene Academy.....	Abilene, Kans.....	See Abilene Commercial School and Literary Institute (Table IV).
Anchorage Classical and Military Institute.....	Anchorage, Ky.....	Closed.
Forest Academy.....	Anchorage, Ky.....	Closed.
Braeken Academy.....	Augusta, Ky.....	Name changed to Augusta Collegiate Institute.
La Rue English and Classical Institute.....	Buffalo, Ky.....	Closed.
Cottare Homo College.....	Cave Spring, Ky.....	No school taught during year 1883-'84.
Dixon Academy.....	Dixon, Ky.....	Closed.
Owen College.....	Harrisburgh, Ky.....	Now known as Harrisburgh Academy.
High School.....	House's Store, Ky.....	Name of post office changed to Larua.
Kentucky Normal and Theological Institute.....	Louisville, Ky.....	Changed to State University.
Perry Academy.....	Mt. Vernon, Ky.....	Closed.
Jessamine Female Institute.....	Nicholasville, Ky.....	See Table VIII.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Riverside Male and Female Seminary..	Vanceburg, Ky	Closed.
Commercial and Classical Academy for Boys.	New Orleans, La.	Suspended indefinitely.
McGrew Institute	New Orleans, La.	Closed.
St. Isidore's Institute	New Orleans, La.	Name changed to St. Isidore College.
Hallowell Classical and Scientific Institute.	Hallowell, Me	Transferred to Table VII.
Fryeburg Academy	Fryeburg, Me	Transferred to Table VII.
Monmouth Academy	Monmouth, Me	Academy closed for the present.
Notre Dame of Maryland	Govanstown, Md	Post office is now Embla.
"The Elms"	Hadley, Mass	Removed to Springfield, Mass.
South Berkshire Institute	New Marlboro', Mass.	Closed; principal has gone to Housatonic Valley Institute, Cornwall, Conn.
Dummer Academy	South Brfield, Mass ..	Transferred to Table VII.
Hillside Home	Stockbridge, Mass	Closed.
School of Modern Languages	Worcester, Mass	Closed.
Hauge College and Seminary	Red Wing, Minn	Name changed to Red Wing Evangelical Lutheran Seminary and College.
Booneville Institute	Booneville, Miss	Merged in The Johnson Institute.
Johnson's Classical School	Booneville, Miss	Now known as The Johnson Institute.
Tallahatchie College	Charleston, Miss	Closed.
Kossuth School	Kossuth, Miss	Name changed to Elgin's School.
Sardis Male Institute	Sardis, Miss	Superseded by Sardis Graded School.
Montgomery College	Montgomery City, Mo.	Closed.
Morrisville Male and Female Collegiate Institute.	Morrisville, Mo.	Transferred to Table IX.
Foster's School	St. Louis, Mo	Name changed to Foster's Academy.
German Institute	St. Louis, Mo	Principal removed.
Sedalia University	Sedalia, Mo	Transferred to Table IX.
Contoocook Academy	Contoocook, N. H.	Closed.
Wolfborough Academy	Wolfborough, N. H.	Has ceased to exist.
Blum's School	Belleville, N. J	Closed.
Hackensack Academy	Hackensack, N. J	Closed.
Classical and Commercial High School	Lawrenceville, N. J ..	Superseded by Lawrenceville School on the John C. Green foundation (see Table VII).
Lawrenceville Young Ladies' Seminary	Lawrenceville, N. J ..	Closed.
Union Academy	Shiloh, N. J	Closed.
Washington Avenue School for Young Ladies and Misses.	Brooklyn, N. Y	Not found.
Dansville Seminary	Dansville, N. Y	Closed; a union free school takes its place.
Friends' Seminary of Easton	Easton, N. Y	See Marshall Seminary; identical.
St. John's Military School	Manlius, N. Y	Transferred to Table VII.
Select Family School	Mechanville, N. Y	Closed.
Millbrook Academy	Millbrook, N. Y	Closed.
Dr. J. Sach's Collegiate Institute	New York, N. Y	Transferred to Table VII.
Madame Roch's School	New York, N. Y	Transferred to Table VIII.
Mr. Churchill's School	New York, N. Y	Closed.
Starr's Military Institute	Port Chester, N. Y ..	Removed to Tarrytown-on-the-Hudson.
Mrs. Bockée's Seminary for Young Ladies.	Poughkeepsie, N. Y ..	Closed.
Dr. Warring's Military Boarding School	Poughkeepsie, N. Y ..	See Poughkeepsie Military Institute.
Rochester Realschule	Rochester, N. Y	Closed.
Virena	Sing Sing, N. Y	Transferred to Table VII.
Mountain Institute	Suffern, N. Y	Closed.
Beihel Academy	Davidson College, N. C	Suspended.
Miss Jones' School	Greenville, N. C	Principal deceased.
Mt. Airy High School for Boys	Mt. Airy, N. C	Suspended.
New Garden Boarding School	New Garden, N. C	See Friends' School; identical.
Male Academy	Shelby, N. C	See Shelby High School.
Northwood Normal and Collegiate Institute.	Northwood, Ohio	School closed in 1884, and is likely to die out altogether.
Bristol Seminary	Bristol, Pa	Closed.
Collegiate Institute	Germantown, Pa	Closed.
Oakland Female Institute	Norristown, Pa	Closed.
Friends' Girard Avenue School	Philadelphia, Pa	Of elementary grade.
S. W. Janney and Sisters' Select School	Philadelphia, Pa	Closed.
Ury House School	Philadelphia, Pa	Closed.
George's Creek Academy	Smithfield, Pa	Closed.
Clarksville Female Academy	Clarksville, Tenn	Closed.
Hatchie Academy	Durhamville, Tenn ..	Post office changed to Orysa.
Masonic Institute	Fall Branch, Tenn	Closed.
Edwards Academy	Greenville, Tenn	Removed to White Pine.
Hollow Springs Academy	Hollow Springs, Tenn.	Now a part of the public school system.
Branner Female Institute	Mossy Creek, Tenn.	Suspended.
Clear Spring Academy	Rheatown, Tenn	See Clear Spring Academy, Jockey.
Fulton Academy	Smithville, Tenn	Superseded by Pure Fountain College.
Davilla Masonic Institute	Davilla, Tex	Closed.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Houston Seminary.....	Houston, Tex.....	Closed.
Texas Polytechnic College.....	Houston, Tex.....	Closed.
Linn Flat Academy.....	Linn Flat, Tex.....	Suspended.
Pine Hill Academy.....	Pine Hill, Tex.....	Information received September, 1883, that there was no teacher at Pine Hill Academy.
District Conference High School.....	Sulphur Springs, Tex.	See Central College.
The Grove Academy.....	The Grove, Tex.....	An ungraded public school.
Add Ran College.....	Thorp's Spring, Tex..	Transferred to Table IX.
McIndoe's Falls Academy.....	Barnett, Vt.....	Post-office is now McIndoe's Falls.
Mt. Anthony Seminary.....	Bennington Centre, Vt	Closed.
Rodman School.....	Norfolk, Va.....	Closed.
Incarnation Church School.....	Washington, D. C.....	See Church School for Young Ladies; identical.
Asbury Manual Labor School.....	Enfauka, Ind. Ter.....	See Table XXII.
Levering Manual Labor School.....	Wetunka, Ind. Ter...	See Table XXII.
Holy Family Boarding School.....	St. Ignatius, Mont. Ter	See Table XXII.

	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
University School	Chicago, Ill. (312 Chicago avenue).	Galesburg, Ill.	Jacksonville, Ill.	Morgan Park, Ill.	River Forest, Ill.	Fort Wayne, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.	Indianapolis, Ind.
Knex Academy	1837	1838	1839	1840	1841	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859
Whipple Academy	Chas. N. Fessenden.	George Churchill, A. M.	Harold W. Johnston, A. M.	Capt. Ed. N. Kirk Talcott	Webster Hakes	Rev. W. F. Youn, A. M., D. D.	Theodore L. Sewall, A. B.	Theodore L. Sewall, A. B.	Mrs. May Wright Sewall, A. M.	D. N. Howe	Rev. Edmund C. Spinnery, D. D.	Rev. George Frederic Degen, M. A.	D. O. S. Lowell	Albert Francis Richardson	Lawrence Kofie	W. W. Mayo, A. B.	Rev. W. S. Knowlton, A. M.	Ivory F. Fiske, A. B.	J. H. Parsons, A. B.	James H. Hanson, LL. D.	James E. H. Gould	Eli M. Lamb	W. S. Marston
Morgan Park Military Academy	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.
River Forest Institute	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Fort Wayne College	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57
Indianapolis Classical School for Boys	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Indianapolis Classical School for Girls	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Indianapolis Classical Seminary	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Burlington University	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
St. John's Academy	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Edward Little High School	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Washington Academy	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Fryeburg Academy	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Hallowell Classical and Scientific Academy	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Hebron Academy	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Houlton Academy	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Nichols Latin School	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Maine Central Institute	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Coburn Classical Institute	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
West Lebanon Academy	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Friends' Elementary and High School	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
University School for Boys	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Maupin's University School	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rockville Academy	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Phillips Academy	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Cushing Academy	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Chauncy Hall School	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
English High School	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Girls' Latin School	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Private Classical School	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Private Classical School	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Public Latin School	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Cambridge High School	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Day and Family School	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

* From Report of the Commissioner of Education for 1882-83.
 a Not specified.
 b In classical course.
 c Whole number of students.
 d Total enrolment for year.
 e Thirteen years for boys and fourteen years for girls.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1883-84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.						Number of years in full course of study.	Number of weeks in scholastic year.	
							Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year and did not enter other institutions.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Public High School.	Concord, Mass.	.....	1851	William L. Eaton.	.....	3	19	3	92	(a)	1	.....	.....	4	39
Williston Seminary.	Easthampton, Mass.	1841	1841	Joseph H. Sawyer, A. M., act'g.	Cong.	11	96	10	88	(a)	15	.....	.....	4	39
Preparatory department in Home School for Young Ladies.	Everett, Mass.	.....	1871	Mrs. A. P. Potter.	Baptist.	67	7	.....	.....	.....	.....	.....	.....	4	36
Lawrence Academy.	Groton, Mass.	1793	1793	Nathan Thompson, A. M.	Cong.	3	6	3	47	(a)	2	0	9	3	39
Elmwood Institute.	Lanesboro', Mass.	1814	1814	Alfred A. Gilbert, A. M.	P. E.	5	6	4	59	6	.....	.....	.....	39	39
Leicester Academy.	Leicester, Mass.	1781	1781	Caleb A. Page, A. M.	Non-sect.	4	7	4	33	(a)	0	2	1	4	39
Monson Academy.	Monson, Mass.	1804	1803	George J. Cummings, M. A.	Cong.	3	12	4	70	(a)	2	.....	12	3	39
Classical School for Girls.	Northampton, Mass.	.....	1877	Misses Mary A. Barham and Bessie T. Capen.	Non-sect.	13	25	.....	55	12	.....	.....	.....	36	36
Allen Home School.	Northboro', Mass.	0	1882	Edward A. H. Allen, C. E.	Non-sect.	2	3	6	8	12	.....	3	.....	4	37
Mr. Knapp's Home School for Boys.	Plymouth, Mass.	.....	1867	Frederick N. Knapp.	Non-sect.	4	6	2	7	9	.....	2	3	5	40
Arms Academy.	Shelburne Falls, Mass.	.....	.....	Hervey S. Cowell, A. M.	.....	6	13	3	102	12	2	0	4	4	33
Pratt's English and Classical School for Boys.*	Shelburne Falls, Mass.	.....	1882	H. A. Pratt, A. M.	.....	2	.....	.....	.....	.....	.....	.....	.....	40	40
St. Mark's School.	Southborough, Mass.	1865	1865	William E. Peck, A. M., head master.	P. E.	7	57	3	.....	12	3	1	.....	6	38
Dummer Academy.	South Byfield, Mass.	1782	1763	John Wright Perkins, A. M., master.	Non-sect.	3	12	4	25	.....	4	4	.....	6	38
Greylock Institute.	South Williamstown, Mass.	0	1842	George F. Mills, A. M.	Non-sect.	9	16	10	35	12	2	1	2	5	37
Springfield Collegiate Institute.	Springfield, Mass.	.....	1874	Clarence E. Blake, A. M.	Non-sect.	6	0	0	60	10	0	0	5	40	40
Edwards Place School.	Stockbridge, Mass.	.....	1855	Ferdinand Hoffmann.	Non-sect.	2	1	4	2	12	.....	.....	.....	(2)	52

70	Bristol Academy	Taunton, Mass.	1796	Frederic Farnsworth, A. M.	Non-sect.	3	2	10	55	(c)	4	1	0	4	40
71	Dana Hall School	Wellesley, Mass.	1880	Misses Julia A. and Sarah P. Eastman	Non-sect.	13	2	10	55	(c)	4	1	0	4	38
72	Howard Collegiate Institute	West Bridgewater, Mass.	1883	Helen McGill, Ph. D.	Non-sect.	7								6	
73	West Newton English and Classical School	West Newton, Mass.	1855	Nathaniel T. Allen	Non-sect.	216	2	18	63	10-12	2	3	15	6-8	37
74	Worcester Academy	Worcester, Mass.	1824	D. W. Abernethie, A. M.	Baptist	5	65	25		12	12	2	1	4	38
75	Michigan Military Academy	Orchard Lake, Mich.	1877	Col. J. Sumner Rogers, superintendent	Non-sect.	6	6	6	78	14	9		5	4	36
76	Baldwin School	St. Paul, Minn.	1850	Rev. E. D. Neill, president	Presb.	2			415		13	4			40
77	Smith Academy	St. Louis, Mo.	1853	Debraim Arnold, A. M.	Non-sect.	20	56	69	168	11					46
78	Austin Academy	Centre Strafford, N. H.	1830	L. Copp	Non-sect.	2	4		30	12					36
79	St. Paul's School*	Concord, N. H.	1855	Rev. Henry A. Coff, D. D.	P. E.	20	100	50	23	13	30	6	5	6	38
80	Phillips Exeter Academy	Exeter, N. H.	1781	G. A. Wentworth, A. M., acting principal	Non-sect.	7	200	50	21	13	11	6	4		38
81	Kimball Union Academy	Meriden, N. H.	1813	Marshall R. Gaines, A. M.	Cong.	4	18		41	14	3		6	2	39
82	McCullough Institute	Mt. Vernon, N. H.	1870	Hiram Q. Ward, A. B.	Non-sect.	3	4	0	53	12	0	1			36
83	Colby Academy*	New London, N. H.	1837	James F. Dixon, A. M., president	Baptist	9	23	0	112	15	4	0	9	4	37
84	Farmington Preparatory School	Beverly, N. J.	1856	J. Fletcher Street, A. M.	Non-sect.	5	0	3	169	6	1	0	8	10	40
85	Burlington Military College*	Burlington, N. J.	1846	Rev. E. Maxwell Kelly	P. E.	6	18	2	39	10	6	2	12	4	40
86	Peddie Institute	Hightstown, N. J.	1869	Rev. John Greene, A. M.	Baptist	11	16	3	125	8	6	1	7	5	40
87	Stevens High School	Hoboken, N. J.	1870	Rev. Edward Wall, A. M.	Non-sect.	8	9	78	30	12		16	3	4	36
88	Lawrenceville School	Lawrenceville, N. J.	1883	James C. Mackenzie, A. M., Ph. D., head master	Presb.	9	74	39	12		4	2			35
89	Rutgers College Grammar School	New Brunswick, N. J.	1770	E. T. Tomlinson, head master	D. Refor.	8	39	33	40		13	7	4	5	28
90	Pennington Seminary	Pennington, N. J.	1839	Rev. Thos. Hanlon, A. M., D. D., president	M. E.	12	8	4	151	12	5	2	12	3	39
91	Cazenovia Seminary	Cazenovia, N. Y.	1825	Rev. Isaac N. Clements, A. M.	M. E.	15	40	10	300	(a)	10	2	15	4	39
92	Claverack College and Hudson River Institute.*	Claverack, N. Y.	1779 1854	Rev. Alonzo Plack, Ph. D., president	Non-sect.	35	140	10	7217	(a)	10	6	12	2, 4	39
93	Fort Edward Collegiate Institute	Fort Edward, N. Y.	1854	Rev. Joseph E. King, D. D., Ph. D., president	Non-sect.	13	20	10	200	13	8	2	20	3	39
94	Colgate Academy	Hamilton, N. Y.	1853	James W. Ford, Ph. D.	Baptist	6	75	25	46		16	5		3	40
95	Cook Academy	Havana, N. Y.	1872	Albert C. Hill, A. M.	Baptist	8					6	3	3	4	39
96	Cascadia School	Ithaca, N. Y.	1876	Lucien A. Walt, A. B.	Non-sect.	4	4	35	0	14	3	30			31
97	Ithaca High School	Ithaca, N. Y.	1875	D. O. Barfo	Non-sect.	5	5	40	178	(a)	10	0	17	4	40
98	Kindershook Academy*	Kindershook, N. Y.	1824	John B. Alexander, A. M.	Reformed	3	5	10	20	9	3		1	4	40
99	Kingston Free Academy	Kingston, N. Y.	1795	Francis J. Cheney, A. M.	Non-sect.	6	4	2	204	(a)	3		12	3	42
100	St. John's Military School	Manlius, N. Y.	1881	Rev. John W. Craig, A. B., head master	P. E.	8	36	28	10-15		6		10	7	38
101	Siglar's Preparatory School	Newburgh, N. Y. (Semenary Place)	0	Henry W. Siglar, M. A.	Non-sect.	3	17	3	26	8	1		4	6	38
102	Charlier Institute	New York, N. Y. (Central Park)	0	Prof. Elie Charlier, director	Non-sect.	25	50	25	100	7	12	6	20	10-12	39

^e Succeeded in July, 1884, by Cassius S. Campbell.

^f Includes students reported in Table VIII.

^b For all departments.

^c Includes two pupil assistants.

^d Whole number of students.

* From Report of the Commissioner of Education for 1882-83.

^a Not specified.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1883-'84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.								Number of weeks in scholastic year.
							Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year and did not enter other institutions.	Number of years in full course of study.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
103	Columbia Grammar School.....	.....	1763	Richard S. Bacon, A. M., M. D., and B. H. Campbell, A. M.	Non-sect.	15	72	45	141	7-8	14	12	15	8-9	39
104	De La Salle Institute .....	.....	1861	Rev. Brother Alphons	R. C.	10	150	90	25	7	20	3	3	8	40
105	Dr. J. Sachs' Collegiate Institute .....	.....	1872	Dr. Julius Sachs	Non-sect.	13	20	6	134	.....	7	4	.....	39	39
106	New York Latin School .....	.....	1874	Virginia Dabney	Non-sect.	8	10	6	26	.....	3	.....	4	6	40
107	New York Progymnasium .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
108	Preparatory Scientific School a.....	.....	1872	Alfred Collin	Non-sect.	3	10	8	.....	.....	.....	3	.....	26	36
109	Private School for Boys .....	.....	1873	Arthur H. Cutler, A. B.	Non-sect.	9	50	5	5	10	2	0	1	8	38
110	School of Mines Preparatory School.....	.....	1882	J. Woodbridge Davis, C. E., Ph. D.	Non-sect.	7	0	16	45	14	0	9	0	3	35
111	University Grammar School* .....	.....	1837	M. M. Hobby and William L. Akin, A. M.	Non-sect.	9	28	8	62	6	0	0	0	(b)	40
112	Mohagan Lake School .....	.....	1850	Wallace C. Willcox	Non-sect.	5	5	5	20	10-16	.....	.....	.....	4	40
113	Park Institute .....	.....	1869	Henry Tatlock, M. A.	Non-sect.	5	25	5	21	10	0	0	0	6	40
114	Fairview Institute*	.....	1872	Otto von Below	P. E.	4	5	4	21	8	3	2	3	4	40
115	Union Classical Institute .....	.....	1855	Charles S. Halsey, A. M.	Non-sect.	7	42	8	110	13	15	0	36	3	42
116	St. John's School .....	.....	1869	Rev. J. Breckenridge Gibson, D. D., rector.	P. E.	10	.....	.....	65	10-15	.....	.....	2	6	39

117	Vincin*	Sing Sing, N. Y.	0	1870	Col. H. C. Symonds	P. E.	2	17	11	13	3	37
118	De Veaux College*	Wilfred Harold Bridge, N. Y.	1853	1857	president.	P. E.	7	40	9	10	7	40
119	Prof. Davison's Institute	Xonkers, N. Y. (181 Woodworth ave.)	0	1859	Rev. I. S. Davison	Non-sect.	1	11	12	5	4	40
120	Rev. M. R. Hooper's Academy for Boys	Xonkers, N. Y.	0	1867	Rev. M. R. Hooper, M. A., head master.	Non-sect.	5	16	3	1	6-8	40
121	The Yale School	Gincinnati, Ohio	0	1877	Theodore F. Leighton, B. A.	Non-sect.	20	10	2	3	10	40
122	Chickering Classical and Scientific Institute	(George street bet. Smith and John).	0	1855	W. H. Venable, A. M.	Non-sect.	9	25	40	7	8	39
123	Collegiate School	Cincinnati, Ohio, (6 West 4th street)	1803	1803	Rev. J. Babbin, A. B.	P. E.	5	26	7	3	0	39
124	Brooks Military Academy*	Cleveland, Ohio (Sibbey street)	1874	1874	Amos H. Thompson, head master.	Non-sect.	5	20	57	11	0	7-38
125	Kenyon Grammar School	Gambier, Ohio	1825	1837	H. N. Hills, A. B., rector.	P. E.	6	40	15	8	12	4
126	Western Reserve Academy	Euclid, Ohio	1854	1849	Newton B. Hobart, A. M.	Non-sect.	4	23	50	12	2	4
127	Ohio Central College	Iberia, Ohio	1854	1849	Rev. John P. Robb, A. M., pres't.	Non-sect.	4	3	70	(b)	1	4
128	Miami Classical and Scientific Training School for Boys	Oxford, Ohio	1820	1877	Asaiah Prufant, A. M., and B. F. Marsh, A. M.	Non-sect.	6	8	85	6	1	3
129	Preparatory School for Lehigh University	Bethlehem, Pa.	1878	1878	Wm. Ulrich	Non-sect.	7	20	36	10	40	0
130	Chambersburg Academy	Chambersburg, Pa.	1797	1793	M. R. Alexander, A. B.	Presb.	2	23	13	10	4	4
131	German town Academy	German town, Pa.	1784	1760	William Kershaw, A. M., phil. d.	Non-sect.	12	125	30	6	4	4
132	Wyoming Seminary	Kingston, Pa.	1844	1844	Rev. L. L. Sprague, A. M.	M. E.	21	20	402	13	4	4
133	Franklin and Marshall Academy	Lancaster, Pa.	1836	1836	Rev. George F. Mull, A. M., rector.	Reformed	2	12	12	10	2-3	39
134	University Academy	Lewisburg, Pa.	1846	1846	William E. Martin, A. M.	Baptist	6	55	6	1	3	40
135	Lewistown Academy*	Lewistown, Pa.	1815	1815	W. H. Schuyler, phil. d.	Non-sect.	7	16	83	0	2	39
136	Pakistatone College*	Myerstown, Pa.	1868	1868	Rev. George B. Russell, D. D., president.	Reformed	8	45	23	14	6	5
137	North Wales Academy and School of Business	North Wales, Pa.	0	1867	Samuel Umstead Brunner, M. ACCTS.	Non-sect.	5	4	54	12	3	3
138	Fewsmith Classical School	Philadelphia, Pa. (1008 Chestnut street)	1857	1857	William Fewsmith, M. A.	Non-sect.	3	7	18	9	2	6
139	The New Wellesley School	Philadelphia, Pa. (2027 Chestnut street)	1882	1882	Miss Elizabeth B. Root, B. A.	Non-sect.	12	10	50	5	7	10
140	North Broad Street Select School for Young Men and Boys	Philadelphia, Pa. (700 North Broad street)	0	1868	George Eastburn, M. A.	Non-sect.	13	28	120	(b)	3	6
141	West Philadelphia Latin School	Philadelphia, Pa. (3303 Locust street)	1874	1874	James Morgan Rollins, A. M.	Presb.	3	1	1	1	1	1
142	William Penn Charter School	Philadelphia, Pa. (8 South 12th street)	1711	1689	Richard M. Jones, M. A., head master.	Friends	8	92	90	152	7	7
143	Wilkes-Barre Academy	Wilkes-Barre, Pa.	1881	1878	Henry S. Green, A. B., and Edwin L. Scott, A. B.	Non-sect.	7	1	689	10	9	7
144	York Collegiate Institute	York, Pa.	1873	1873	Rev. James McDougall, jr., phil. d.	Presb.	8	25	100	(b)	4	4

Not specified.

Whole number of students.

Discontinued in June, 1884.

* From Report of the Commissioner of Education for 1882-83.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1883-'84, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.						Number of years in full course of study.	Number of weeks in scholastic year.
							Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
145 Rogers High School	Newport, R. I.	0	1873	Frederic W. Tilton, A. M., head master.	Non-sect.	7	30	6	102	(a)	3	2	8	4
146 English and Classical School ..	Providence, R. I. (49 Snow street).	.....	1864	William A. Mowry, A. M., P. L. D., and Charles B. Goff, A. M.	.....	16	99	10	172	8	10	2	8	10
147 University Grammar School	Providence, R. I. ....	.....	1764	Merrick Lyon, A. M., L. L. D., and Emory Lyon, A. M., M. D.	Baptist ..	7	35	.....	21	8	7	.....	.....	4
148 Mt. Zion Institute	Winnsboro', S. C.	1773	1777	Patterson Wardlaw, A. M., and E. R. Williams, A. M., and M. E. So.	Non-sect.	5	13	48	b121	(a)	2	3	10	4
149 McTear Institute	McKenzie, Tenn.	1871	1877	J. G. Estill	M. E. So.	5	13	48	b121	(a)	2	3	10	4
150 Manchester College	Manchester, Tenn.	1867	1869	Rev. Milton L. Severance, A. M.	Cong.	4	7	15	170	(a)	2	0	3	12
151 Burr and Burton Seminary	Manchester, Vt.	1829	1833	Miss Lizzie Colley	F. W. B.	7	15	.....	b140	(a)	1	0	12	3
152 Green Mountain Seminary*	Waterbury Centre, Vt.	1862	1869	H. A. Strode	F. W. B.	6	8	4	74	(a)	1	0	12	3, 4
153 Kenmore University High School.	Amherst Court House, Va.	.....	1872	.....	.....	2	.....	.....	.....	.....	4	.....	.....	40
154 Bellevue High School	Bellevue, Va.	0	1866	William R. Abbot.	P. E.	4	.....	.....	.....	.....	4	2	3	6
155 Greenwood*	Greenwood Depot, Va.	.....	.....	David F. Royl.	Non-sect.	4	10	8	18	13	2	0	2	38
156 Norwood High School and College.*	Norwood, Va.	1872	1865	R. H. Willis, Jr.	Non-sect.	4	.....	.....	.....	14	2	.....	.....	(a)
157 University School	Petersburg, Va.	0	1865	W. Gordon McCabe, A. M., head master.	Non-sect.	5	75	15	44	10	.....	.....	.....	6
158 Hanover Academy*	Taylorville, Va. ....	.....	1849	Col. Hilary P. Jones, M. A.	Non-sect.	4	25	(36)	40	14	.....	.....	.....	38
159 Shenandoah Valley Academy	Winchester, Va. ....	.....	1865	C. L. C. Minor, M. A., L. L. D.	Non-sect.	6	20	15	15	11	.....	.....	.....	5
160 Wayland University	Beaver Dam, Wis.	1855	1855	Rev. George F. Linfield.	Baptist ..	6	20	15	15	(a)	2	.....	.....	3
161 Beloit College Academy	Beloit, Wis.	1846	1851	William W. Rowlands, M. A.	{ Cong. & Presb. }	3	85	37	35	19	19	.....	.....	39
162 Berlin High School	Berlin, Wis.	1857	1858	E. J. Wiswall	{ Cong. & Presb. }	3	6	12	80	0	0	.....	12	4

163	Concordia College	1883	Emil R. Harpunn	Ev. Luth.	4	109	13	70	0	40
164	Marikhan Academy	0	Albert Marikhan	Non-sect	4	23	20	5	0	40
165	Marikhan College	1864	Gerald R. McDowell, head	P. E.	9	19	22	47	3	36
166	Grammar School of Racine College	1852	master						8	36
167	Racine Academy	0	Webster Hinkes	Non-sect.	6	25	4	38	6	40
168	Racine College	1881	Rev. Joseph Ward, D. D.	Confr.	4	25	20	13	8	36
169	Columbia College Preparatory School	1821	Andrew P. Montague, A. M.	Non-sect.	8	60	12	10	7	40
170	University of New Mexico*	1881	Rev. Horatio O. Ladd, A. M.	Evangel.	5	6	8	81	0	40

*From Report of the Commissioner of Education for 1882-'83.

Not specified.

Whole number of students.

Rechartered in 1882.

Since the date of return given above the boarding department of Racine Academy has been transferred to River Forest, Ill.

26	Roscoe Classical Seminary	x	x	0	0	0	21	100	4,000	0	0	303	September 1.
27	Burlington University	0	x	0	2,500	0	25	150	31,000	10,000	1,000	1,800	September 10.
28	St. John's Academy	x	x	0	129	53	39	108	5,537			545	Sept., 1st Mon.
29	Edward Little High School	x	x	0	150		224	150	145,000				September.
30	Washington Academy												
31	Frieburg Academy	x	x	50	600	50	15-21		12,000	15,000	750	1,000	September 3.
32	Hallowell Classical and Scientific Academy	x	x	0	250	30	30		25,000	25,000	16,000	2,300	August, last Tues.
33	Hebron Academy	x	x	55	500	55	17-22	114	3,000	25,000	16,000	1,000	August 26.
34	Houlton Academy*	x	x	0			163	100					September 4.
35	Nichols Latin School*	x	x	0	600		27		45,000	10,000	600	1,700	August 29.
36	Maine Central Institute	x	x	0	0	16	22-25	100	45,000	10,000	3,000	1,918	September 1.
37	Colburn Classical Institute	x	x	0	200	300	24	140	50,000	50,000	3,000	1,918	August, last Mon.
38	West Lebanon Academy	x	x	0	2,500	0	30-100	200	35,000	0	0	17,525	Sept., 1st Tues.
39	Friends' Elementary and High School	x	x	0	0	21	150	245	12,000			2,650	September 16.
40	University School for Boys	0	0	0	260	0	80	295	67,000			11,800	September 1.
41	Manpin's University School	0	0	0	0	0	32-52	300	100,000	249,535	12,684	13,850	Sept., 1st Wed.
42	Rockville Academy	x	x	85	2,700	85	60	300	100,000	119,050	7,700	2,817	Sept., 1st Tues.
43	Phillips Academy	x	x	0	1,700	200	25	140	93,000				September.
44	Cushing Academy	x	x	0			150-200						September.
45	Channery Hall School	x	x	0	450	0	(0)					0	September 4.
46	English High School	0	0	0	0	0	200		15,000			14,400	Sept., 1st Mon.
47	Girls' Latin School	0	0	0	0	0	200		375,000			0	Sept., 3d Mon.
48	Private Classical School	0	0	0	0	4	(0)		100,000		800	0	September 25.
49	Private Classical School*	0	0	0	3,500	12	150		1,500			150	September 1.
50	Public Latin School	0	0	0	4,000	4	150		10,000	3,000	150	2,000	Sept., last Wed.
51	Cambridge High School	x	x	0	0	0	150		10,000	3,000	150	700	Sept., 1st Mon.
52	Day and Family School	0	0	0	2,375	100	60	200	131,737	250,635	15,029	8,774	September 4.
53	Public High School	0	0	0	2,575	100	60	200	131,737	250,635	15,029	8,774	September 4.
54	Williston Seminary	x	x	0	0	0	50	50	47,500			0	September 13.
55	Preparatory department in Home School for Young Ladies	x	x	0	0	0	50	50	47,500			0	September 13.
56	Lawrence Academy*	x	x	3	2,500	0	21-24	100	36,000	33,000	1,650	1,075	August 27.
57	Shenwood Institute	x	x	0	1,000	0	(340)	195	8,000	40,000	2,500	375	Sept., 1st Wed.
58	Leicester Academy	x	x	4	300	0	26,38	11,000	15,600				September 9.
59	Monson Academy	x	x	20	1,200	0	21-27	0	5,000				September 17.
60	Classical School for Girls	x	x	0	0	0	80-100	330	5,000	0		1,200	September.
61	Allen Home School	x	x	0	200	0	100	12,000	20,000	30,000	1,500	1,432	September 20.
62	Mr. Knapp's Home School for Boys	x	x	0	42,000	0	(700)	400	15,000			30,000	September 2.
63	Arms Academy	x	x	5	0	0	21-24	130-150	20,000			1,800	September 6.
64	Pratt's English and Classical School for Boys*	0	x	0	1,400	0	(400)	400	15,000			5,000	September 10.
65	St. Mark's School	0	0	0	300	100	75	400	20,000	20,000	1,600	1,800	September 9.
66	Dummer Academy	0	0	0	450	30	50	100	22,000			2,500	September 11.
67	Greylock Institute	x	x	0	0	0	100	400	10,000			2,500	September 11.
68	Springfield Collegiate Institute	x	x	0	0	0	400	400	10,000			2,500	September 1.
69	Edwards Place School	x	x	0	500	0							September 1.

* From Report of the Commissioner of Education for 1882-'83.
a Board and tuition.
b For non-residents.
c In connection with Knox College (Table IX).
d Associated with Illinois College (Table IX).
e Value of grounds and buildings.
f \$300 received from the State for tuition of 8 pupils.
g Five to residents.
h For the school in all its departments.
i Estimated.
j Value of apparatus.

		x	x	x	0	1,500	30	120	61,900	55,000	2,050	3,103
94	Colgate Academy	x	x	x	x	859	180	160	104,000	0	3,000	September 10.
95	Cook Academy	x	x	x	0	0	0	160	18,600	0	3,705	September 2.
96	Cascadia School	x	x	x	0	600	30	300	3,000	0	3,100	September 20.
97	Ithaca High School	x	x	x	0	600	40	400	3,000	0	1,330	September 2.
98	Kinderhook Academy*	x	x	x	0	1,132	25	210	50,000	0	1,200	September 5.
99	Kingston Free Academy	x	x	x	0	300	75	(400)	100,000	0	920	September 10.
100	St. John's Military School	x	x	x	0	450	200	100-300	30,000	0	25,000	Sept., 1st Thurs.
101	Siglar's Preparatory School	x	x	x	0	4,000	200	100-300	400,000	0	0	September 23.
102	Charlier Institute	x	x	x	0	1,800	50	7200	100,000	0	8,000	September 22.
103	Columbia Grammar School	x	x	x	0	0	50	7165	150,000	0	0	Sept., 1st Mon.
104	De La Salle Institute	x	x	x	0	0	7200	0	0	0	9,000	September 18.
105	Dr. J. Sachs' Collegiate Institute	x	x	x	0	0	0	0	0	0	0	Sept., 3d Mon.
106	New York Latin School	x	x	x	0	0	250-300	250-300	21,000	0	4,675	September 25.
107	New York Polytechnic	x	x	x	0	0	220, 430	220, 430	0	0	0	Sept., last Wed.
108	Preparatory Scientific School ^h	x	x	x	0	250	300	300	0	0	0	October 1.
109	Private School for Boys	x	x	x	0	150	100	48-128	0	0	0	September.
110	School of Mines Preparatory School	x	x	x	0	400	70	380	20,000	0	2,000	September 12.
111	University Grammar School*	x	x	x	0	0	80-110	6000	25,000	0	5,600	September 14.
112	Monaghan Lake School	x	x	x	0	0	(300-400)	0	20,000	0	10,000	September 15.
113	Park Institute*	x	x	x	0	850	19	35	70,000	0	1,200	September 5.
114	Fairview Institute*	x	x	x	0	900	0	(200)	15,000	0	0	September 16.
115	Union Classical Institute	x	x	x	0	0	0	0	100,000	0	0	September 15.
116	St. John's School	x	x	x	0	1,500	150	280	6,500	0	914	September 15.
117	Verden*	x	x	x	0	1,400	80-160	0	0	0	4,500	Sept., 2d Mon.
118	De Vaux College*	x	x	x	0	500	150	270	30,000	0	3,240	September 15.
119	Prof. Davison's Institute	x	x	x	0	300	100-180	0	0	0	9,000	September 15.
120	Rev. M. R. Hooper's Academy for Boys	x	x	x	0	0	125, 150	275	327,000	0	3,345	September.
121	The Yale School	x	x	x	0	0	75	125	50,000	0	0	September 15.
122	Chickering Classical and Scientific Institute	x	x	x	0	70	25	125	0	0	0	September.
123	Collegiate School	x	x	x	0	1,000	130	150	10,000	0	0	Sept., 3d Wed.
124	Brooks Military Academy*	x	x	x	0	200	12	18, 21	200,000	0	2,000	September 2.
125	Kenyon Grammar School	x	x	x	0	10,000	80	50	50,000	0	3,500	Sept., 1st Wed.
126	Western Reserve Academy	x	x	x	0	0	0	200	0	0	0	Sept., 1st Mon.
127	Ohio Central College	x	x	x	0	0	0	250	25,000	0	8,700	September 10.
128	Miami Classical and Scientific Training School for Boys.	x	x	x	0	0	50-100	300	25,000	0	17,000	Sept., 2d Mon.
129	Preparatory School for Lehigh University	x	x	x	0	4640	50-100	160	200,000	0	12,922	Sept., 2d Mon.
130	Chambersburg Academy	x	x	x	0	500	40	130	25,000	0	0	Sept., 1st Thurs.
131	Germanatown Academy	x	x	x	0	1,500	20	130	25,000	0	0	Sept., 1st Thurs.
132	Wyoming Seminary	x	x	x	0	0	30	130	25,000	0	0	Sept., 1st Thurs.
133	Franklin and Marshall Academy	x	x	x	0	0	30	130	25,000	0	0	September 6.
134	University Academy	x	x	x	0	0	82-50	200	25,000	0	0	September 4.
135	Lewisstown Academy	x	x	x	0	0	40	30	12,000	0	0	September 8.
136	Palatinate College*	x	x	x	0	1,500	120	120	12,000	0	0	September 18.
137	North Wales Academy and School of Business.	x	x	x	0	3,000	10	0	0	0	2,500	September 18.
138	Fewsmith Classical School	x	x	x	0	200	0	0	0	0	0	0

* From Report of the Commissioner of Education for 1882-'83.

^a Board and tuition.

^b Estimated.

^c Uses that of Stevens Institute of Technology.

^d Value of grounds and buildings.

^e Has the use of Rutgers College Library.

^f Average charge.

^g Includes furniture.

^h Discontinued in June, 1884.

ⁱ Value of apparatus.

^j Value of buildings and apparatus.

^k Principal's library.

^l Reported with collegiate department (see Table IX).

^m Uses college apparatus.

164	Markham Academy.....	0	x	x	0	7,550	100	250	18,000	0	.....	Sept., 1st Mon.
165	Grammar School of Racine College.....	x	x	x	0	1,000	60,100	250	4,000	0	.....	Sept., 2d Thurs.
166	Racine Academy <i>h</i>	x	x	0	0	1,190	25	250	4,000	0	.....	September 10.
167	Yankton College.....	0	0	0	0	1,699	30,36	126	30,000	0	.....	September 3.
168	Columbia College Preparatory School.....	0	x	0	0	*500	80	.....	26,000	0	.....	September 10.
169	University of New Mexico*.....	0	0	0	.....	600	30	.....	16,000	.....	.....	September 3.

* From Report of the Commissioner of Education for 1892-'93.

a Value of furnishing.

b Value of apparatus.

c For non-residents.

d English course free.

e Uses that of the college.

f Reported with classical department (see Table IX).

g Value of grounds and buildings.

h Since the date of return given above the boarding department of Racine Academy has been transferred to River Forest, Ill.

List of preparatory schools from which no information has been received.

Name.	Location.	Name.	Location.
Berkeley Gymnasium.....	Berkeley Cal.	Cottage Hill School.....	Poughkeepsie, N. Y.
Yale School.....	Chicago, Ill.	College Preparatory School for Young Gentlemen.	Dayton, Ohio.
Evangelisch-Lutherisches Collegium.....	Mendota, Ill.	The Hill School.....	Portstown, Pa.
Reinhold Academy.....	Elizabethtown, Ky.	Preparatory School.....	Pistol, R. I.
Reinhold Academy.....	Quincy, Mass.	Greenwich Academy.....	East Greenwich, R. I.
Mr. Kinn's School.....	Ithaca, N. Y.	State Military Academy.....	Charleston, S. C.
Anthony Grammar School.....	New York, N. Y.		

Name.	Location.	Remarks.
Higher School for Boys.....	Chicago, Ill.	Name changed to University School.
St. Francis Solanus College.....	Quincy, Ill.	Transferred to Table IX.
Waterville Classical Institute.....	Waterville, Me.	Name changed to Coburn Classical Institute.
Waterville Latin School.....	Boston, Mass. (90 Charles street)	Not found.
Private Preparatory School.....	Ithaca, N. Y.	Superseded by Casentilla School.
Arnold School.....	New York, N. Y.	Not found.
Bradford Mansion School.....	Kye, N. Y.	No longer in existence.
Cumberland Valley Institute.....	Mechanicsburg, Pa.	Suspended.
Preparatory School for Lehigh University.....	South Bethlehem, Pa.	Removed to Bethlehem.
Tallahoma College.....	Tallahoma, Tenn.	Temporarily suspended.

TABLE VIII. — Statistics of institutions for the superior instruction of women for 1883-'84; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Number in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.			In regular course.	In special or partial course.	Number of graduate students.	Number in collegiate department.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1 Union Female College	Enfauila, Ala.	1852	1853	E. G. Brownlee, Ph. B.	Non-sect.	8	2	6	1	40	98	8	3	124	0	
2 Huntsville Female College	Huntsville, Ala.	1853	1852	Rev. A. B. Jones, A. M.	M. E. So.	14	1	13	3	253	98	8	3	162	0	
3 Huntsville Female Seminary	Huntsville, Ala.	1859	1829	Mrs. F. E. Ross	Presb.	5	2	3						70		
4 (Rotherwood Home)	Marion, Ala.	1839	1839	Robert Frazer	Baptist	12	3	9	3	655	88	14		157	0	
5 Marion Female Seminary	Marion, Ala.	1836	1836	W. W. Legaré, A. M.	Non-sect.	10	1	9	2	30	71	6	3	113		
6 Centenary Female College	Sumnerfield, Ala.	1840	1840	Rev. R. T. Barton, A. M.	M. E. So.	4	2	2	2	10	26	15		51		
7 Synodical Female Institute	Talladega, Ala.	1841	1841	Mrs. M. K. Craig	Presb.	6	1	5	2	25	105	6	0	139	0	
8 Tuscaloosa Female College	Tuscaloosa, Ala.	1839	1839	Alonzo Hill, A. M.	Non-sect.	11	2	9	2	55	109	6	0	150	0	
9 Alabama Conference Female College.	Tuskegee, Ala.	1855	1856	John Massey, LL. D.	Meth.	12	2	10	2	59	126	0	3	179	0	
10 Harmon Seminary	Berkley, Cal.	1877	1882	The Misses Harmon	Non-sect.	16	7	9		617	35	11		93		
11 Mills Seminary	Mills Seminary, Cal.	1871	1871	Mrs. S. L. Mills	Non-sect.	16	4	12	2	43	88	16	0	147	8	
12 College of Notre Dame*	San José, Cal.	1868	1851	Sister Marie Cornelle, sup. T.	R. C.	19	1	18	22	400		2	1	403	0	
13 Santa Rosa Ladies' College	Santa Rosa, Cal.	1851		W. A. Finley	Non-sect.	10	6	4						80		
14 Harford Female Seminary*	Harford, Conn.	1815	1815	William T. Gage, M. A.	Non-sect.	10	6	4	4	70	67	21	6	182		
15 Congrégation de Notre Dame	Waterbury, Conn.	1827	1839	Madame St. Gabriel	R. C.	16	2	14	4	30	104	23	5	124	15	
16 Lucy Cobb Institute*	Athens, Ga.	1859	1858	Miss M. Rutherford	Non-sect.	17	8	9	4	30	67	21	6	132		
17 Columbus Female College*	Columbus, Ga.	1875	1875	G. R. Glenn, A. M.	Non-sect.	10	4	6	1	20	104	23	5	132		
18 Georgia Methodist Female College.	Covington, Ga.	1852	1852	Rev. W. B. Bonnell, A. M.	M. E. So.	7	3	4	2	68	52			120	15	
19 Andrew Female College	Cuthbert, Ga.	1854	1854	Rev. Howard W. Key, A. M.	Meth.	7	3	4	1	45	69	40	1	155		
20 Dalton Female College	Dalton, Ga.	1873	1872	Rufus W. Smith, A. M.	M. E. So.	7	1	6	1	60	92	3	0	196		
21 Monroe Female College	Forsyth, Ga.	1849	1849	Rev. George R. McCall, D. D.	Baptist	6	3	3	2					2		
22 Georgia Baptist Seminary for Young Ladies.	Gainesville, Ga.	1878	1878	Rev. Wm. Clay Wilkes, A. M.	Baptist	6	2	4	2	65	60	11	2	7212		
23 Griffin Female College	Griffin, Ga.	1848	1849	George G. Butler, A. M.	Non-sect.	7	2	5	2	34	75	8		f 124		

	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845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TABLE VIII. — Statistics of institutions for the superior instruction of women for 1883-84, &c. — Continued.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of in- struction.			Instructors in preparatory de- partment.	Students.				Total number in all depart- ments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	In regular course.	In special or par- tial course.	Number of grad- uate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
57	Hamilton Female College*.....	1870	1870	J. T. Patterson.....	Christian.	14	7	7	1	30	169	6	0	186	0
58	St. Catherine's Female Academy.....	1871	1871	Sisters of Nazareth.....	R. C.	10	5	5	3	63	111	18	1	190	2
59	Savoy Female Institute.....	1850	1834	J. B. McCallan, A. M.....	Presb.	13	5	8	2	30	131	15	176	0	0
60	Millersburg Female College.....	1856	1832	Rev. Morris Evans, D. D.....	M. E. So.	16	6	10	2	75	92	167	86	167	0
61	Mt. Sterling Female College.....	1876	1860	Rev. Joseph T. Leonard.....	Non-sect.	6	1	5	2	30	49	3	103	0	0
62	Mt. Sterling Female Institute.....	1852	1834	Miss Martha Frances Howitt.....	Non-sect.	6	0	6	3	60	50	6	2115	86	0
63	Jefferson Female College.....	1871	1847	A. Sanders.....	Non-sect.	8	2	6	3	40	30	690	124	1	0
64	Kentucky College for Young La- dies.....	1874	1874	Rev. Erasmus Rowley, D. D.....	Non-sect.	9	2	7	1	39	77	17	136	1	0
65	Logan Female College.....	1867	1867	H. K. Taylor, A. M.....	M. E. So.	9	2	7	1	697	32	7	136	1	0
66	Science Hill School.....	1880	1825	Rev. W. T. Poynter, D. D.....	M. E. So.	10	1	9	1	670	49	3	122	0	0
67	Stuart's Female College.....	1849	1839	W. H. Stuart.....	Presb. So.	9	3	6	1	30	72	1	103	0	0
68	Stanford Female College.....	1868	1868	Mrs. S. C. Truheart, A. M.....	Non-sect.	10	2	8	1	4	72	6	76	0	0
69	Cedar Bluff Female College.....	1866	1861	Rev. B. P. Cabell.....	Non-sect.	6	1	5	1	4	20	20	110	27	0
70	Sullivan Female Collegiate Insti- tute.....	1852	1852	Mrs. Edwin H. Fay.....	Presb.	7	1	6	2	90	20	20	110	27	0
71	Kearchi College*.....	1857	1858	Rev. T. N. Coleman.....	Baptist	7	4	3	1	20	47	5	112	0	0
72	Mansfield Female College.....	1855	1855	Rev. Francis M. Grace, A. M.....	M. E. So.	6	1	5	1	42	43	3	90	1	0
73	Minden Female College.....	1853	1853	George D. Alexander, A. M.....	Non-sect.	8	2	6	2	42	43	3	90	1	0
74	St. Catherine's Hall*.....	1867	1867	Rt. Rev. Henry A. Keely, D. D., president; Georgianna Homan, principal.	P. E.....	6	1	5	1	16	31	10	57	1	0
75	Madison Wesleyan Seminary and Female College.....	1821	1821	Rev. Edgar M. Smith, A. M.....	M. E.....	12	7	5	5	305	24	329	329	6	0
76	Coburn Classical Institute.....	1842	1829	James H. Hanson, LL. D.....	Baptist	(e)	.....	.....	(e)	(e)	(e)	(e)	(e)	(e)	(e)

TABLE VIII. — *Statistics of institutions for the superior instruction of women for 1883-'84, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Comps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	In regular course.	In special or partial course.	Number of graduate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
111 St. Louis Seminary	Jennings, Mo.	1872	1871	B. T. Blewett, LL. D.	Non-sect.	7	1	6	1	...	38	...	...	38	0
112 Baptist Female College	Lexington, Mo.	1855	1855	John F. Lanneau, A. M.	Baptist	11	2	9	1	19	90	12	1	122	...
113 Central Female College	Lexington, Mo.	1869	1870	W. F. Kerdtolf	M. E. So.	10	1	9	1	27	73	2	...	102	...
114 The Elizabeth Ann Female Seminary.	Lexington, Mo.	1859	1860	Rev. James Addison Quarles, D. D.	Presb.	12	2	10	2	42	40	20	...	102	...
115 Hardin College	Mexico, Mo.	1873	1873	Mrs. H. T. Baird	Baptist	12	3	9	9	20	77	10	4	151	...
116 Lindenwood College for Young Ladies.	St. Charles, Mo.	1853	1830	Rev. Robert Irwin, D. D.	Presb.	10	2	8	...	...	...	...	3	110	...
117 Mary Institute, Washington University.	St. Louis, Mo.	1853	1859	C. S. Pennell, A. M. ....	...	24	2	22	...	236	170	...	15	421	0
118 Ursuline Academy	St. Louis, Mo. ....	...	1849	Mother Joanna	R. C.	16	1	15	8	200	5	20	1	225	...
119 Bishop Whitaker's School for Girls.	Reno, Nev.	0	1876	Rt. Rev. O. W. Whitaker, D. D.	P. E.	9	2	7	...	...	...	...	...	80	...
120 Robinson Female Seminary	Exeter, N. H.	1867	1869	George N. Cross, A. M.	Non-sect.	9	2	7	4	86	40	17	4	147	...
121 New Hampshire Conference Seminary and Female College.	Tilton, N. H.	1852	1845	Rev. Silas E. Quimby, A. M.	M. E.	(a)	(a)	(a)	...	...	...	...	...	(a)	1
122 Tilden Seminary	West Lebanon, N. H.	1869	1855	E. Hubbard Barlow, A. M.	Non-sect.	9	1	8	...	...	...	...	...	58	3
123 Bordentown Female College*	Bordentown, N. J.	1853	1851	Rev. William C. Bowen, A. M.	Non-sect.	14	5	9	9	15	67	8	4	94	...
124 St. Mary's Hall	Burlington, N. J.	1846	1837	Rt. Rev. John Scarborough, D. D.	P. E.	18	7	11	...	...	...	...	3	107	...
125 Freehold Young Ladies' Seminary.	Freehold, N. J. ....	...	1845	Rev. Frank Chandler, D. D.	Non-sect.	8	1	7	...	...	...	8	...	58	0
126 Pennington Seminary	Pennington, N. J.	1839	1840	Rev. Thos. Hanlon, A. M., D. D.	M. E.	(b)	...	...	...	...	...	...	...	(b)	...
127 Academy of the Sacred Heart	Near Albany, N. Y.	1861	1861	Madame Clara O'Rourke (Kenwood).	R. C.	24	...	24	7	18	72	...	3	93	...
128 St. Agnes School*	Albany, N. Y. ....	...	1871	Rt. Rev. William Croswell Doane, S. T. D., LL. D.	P. E.	22	5	17	...	...	...	...	...	200	...

129	Packer Collegiate Institute.....	Brooklyn, N. Y.....	1845	Truman J. Backus, LL. D.....	Non-sect.	39	4	55	31	c524	108	17	4	654	28
130	Buffalo Female Academy.....	Buffalo, N. Y.....	1851	Rev. Albert T. Chester, D. D.....	Non-sect.	17	4	13	1	134	58	8		d200	17
131	Granger Place School.....	Canandaigua, N. Y.....	0	Miss Caroline A. Comstock.....	Non-sect.	13	8	10	2	58	18	13		89	
132	Claverack College and Hudson River Institute.*	Claverack, N. Y.....	1839	Rev. Alonzo Flack, Ph. D.....	Non-sect.	17	6	11	11	200	61	5	1	267	0
133	St. Joseph's Academy*.....	Lockport, N. Y.....	1866	Sister Emeline.....	R. C.	8		8	5	500	85			585	
134	Academy of Mount St. Vincent on the Hudson.*	New York, N. Y.....	1865	Mother M. Jerome.....	R. C.	36	6	20	9		45	25	1	e206	
135	Academy of the Sacred Heart.....	New York, N. Y. (Manhattanville).....		Madame Irene Robinson.....	R. C.	35	5	30	10	100	75	0	0	175	
136	English, French, and German Boarding and Day School.....	New York, N. Y. (43 East 31st street).....	1869	Mrs. Mary H. Jonson and Miss Agnes L. Jones.....	Non-sect.	17	8	9	4		100			100	
137	Reed College.....	New York, N. Y.....		Madame Adele Roch.....	Non-sect.	8	2	6						55	
138	Madame Roch's School*.....	New York, N. Y. (713 Madison avenue).....	1877	Miss Mary Harriott Norris, A. B.....	Non-sect.	11	2	9						52	
139	School and Classes*.....	New York, N. Y. (46 East 58th street).....	1880	Rev. Sister Nativty.....	R. C.	13		13	1	100				125	
140	D'Youville Academy.....	Pittsburgh, N. Y.....	1869	Samuel W. Buck.....	Non-sect.	9	3	6	4					83	
141	Cook's Collegiate Institute.....	Poughkeepsie, N. Y.....	1848	Rev. D. G. Wright, s. t. d., rector.	Non-sect.	13	8	5	2	39	38	2	4		
142	Poughkeepsie Female Academy*.....	Poughkeepsie, N. Y.....	1836	Rev. James Atkins, jr.....	M. E. So	7	4	3	3	64	52			116	
143	Asheville Female College.....	Asheville, N. C.....	1850	Rev. Wm. R. Atkinson, A. M.....	Presb.	8	2	6	1	16	93	36		150	0
144	Charlotte Female Institute.....	Charlotte, N. C.....	1857	Rev. T. M. Jones, A. M., D. D.....	Meth.	14	2	12	1	12	136	2	2	152	
145	Greensboro' Female College.....	Greensboro', N. C.....	1839	E. E. Pasham, A. M.....	M. E.	6	2	4		10	32			42	
146	Wesleyan Female College.....	Minneapolis, N. C.....	1854	F. P. Hobgood.....	M. E.	8	3	5		30	95			135	
147	Oxford Female Seminary.....	Oxford, N. C.....	1850	Rev. H. M. Turner, A. M.....	Baptist	7	3	4	1	43	145			185	
148	Estey Seminary.....	Raleigh, N. C.....	1874	Rev. R. Burwell, D. D., and John R. Burwell, A. M., rector.	Presb.	12	3	9	2	50		11		e197	
149	Peace Institute*.....	Raleigh, N. C.....	1857	Rev. Bennett Suedes, A. M., rector.	P. E.	17	3	14						144	
150	St. Mary's School.....	Thomasville, N. C.....	0	H. W. Reinhart.....	Non-sect.	6	2	4		28	41			69	
151	Thomasville Female College.....	Thomasville, N. C.....	1855	George K. Bartholomew, A. M.....	P. E.	16	3	13	2	e3	65	14		134	
152	Bartholomew English and Classical School.....	Cincinnati, Ohio.....	1875	Rev. W. K. Brown, D. D.....	M. E.	33	10	23	3	e30	53	38		121	0
153	Cincinnati Wesleyan College.....	Cincinnati, Ohio.....	1842	H. Thane Miller.....	Non-sect.	13	3	10						70	
154	Mt. Auburn Young Ladies' Institute.....	Cincinnati, Ohio.....	1856	James A. Robert, A. M.....	Non-sect.	11	5	6	2	52	56	0	0	e108	0
155	Cooper Academy.....	Dayton, Ohio.....	1842	Rev. Ludlow D. Potter, D. D.....	Presb.	12	2	10		27	68	23		118	0
156	Glendale Female College.....	Glendale, Ohio.....	1854	Rev. D. B. Hervey, A. M.....	Presb.	11	1	10		e56	33	32	1	127	
157	Granville Female College.....	Granville, Ohio.....	1833	Rev. D. Sheparson, D. D.....	Baptist	7	2	5	1	30	47	15	2	94	
158	Young Ladies' Institute.....	Granville, Ohio.....	1852	Miss Eleanor P. Allen.....	Presb.	9	2	7		24	16	1		41	0
159	Hillsborough Institute.....	Hillsborough, Ohio.....	1860	Rev. J. F. Lloyd, A. M.....	M. E.	9	2	7		e19	39	19		77	
160	Hillsborough Female College.....	Hillsborough, Ohio.....	1857	Rev. L. F. Walker.....	Presb.	12	3	9		17	47	23	0	79	
161	Hillsborough Female College.....	Oxford, Ohio.....	1854	Miss Helen Peabody.....	Presb.	15		15		7	169	2	0	186	4
162	Western Female Seminary.....	Oxford, Ohio.....	1855												

* From Report of the Commissioner of Education for 1882-83.
 † Date of first opening; reopened after several years suspension in September, 1881.
 ‡ For pupils in the Junior des Enfants, see Table V.
 § Includes other students not separately specified.
 ¶ Besides these, there were enrolled 22 boys in the preparatory department.

* From Report of the Commissioner of Education for 1882-83.
 † See report of this institution (Table VI).
 ‡ Included in statistics of preparatory schools (Table VII).

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1883-'84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		In regular course.	In special or partial course.	Number of graduate students.	Number in collegiate department.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
163 Lake Erie Female Seminary.....	Painesville, Ohio.....	1856	1859	Miss Mary Evans.....	Non-sect.....	19	6	13	.....	43	76	24	0	143	1
164 Xenia College.....	Xenia, Ohio.....	1850	1850	William H. De Motte, LL. D.....	M. E.....	5	1	4	.....	78	78	50	.....	128	.....
165 St. Helen's Hall.....	Portland, Oreg.....	1869	1869	Rt. Rev. B. Wistar Morris, D. D., LL. D.....	P. E.....	14	1	13	.....	35	.....	.....	.....	180	2
166 Allentown Female College.....	Allentown, Pa.....	1867	1867	Rev. W. E. Krebs, A. M. &c.....	Ref. Ch.....	7	1	6	1	36	40	2	1	79	.....
167 Moravian Seminary for Young Ladies.....	Bethlehem, Pa.....	1863	1749	Rev. J. Bickensderfer.....	Moravian.....	16	4	12	.....	.....	99	.....	2	101	.....
168 Blairsville Ladies' Seminary.....	Blairsville, Pa.....	0	1851	Rev. Thompson R. Ewing.....	Non-sect.....	8	1	7	.....	57	57	.....	.....	57	0
169 Chambersburg College.....	Chambersburg, Pa.....	1869	1870	Rev. John Edgar, A. M.....	Presb.....	9	3	6	.....	78	78	.....	.....	78	.....
170 Pennsylvania Female College.....	Collegeville, Pa.....	1853	1851	J. W. Arnette, Sunderland, A. M., LL. D., rector.....	Non-sect.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
171 French Protestant School*.....	Germantown, Pa.....	.....	1857	Prof. and Madame Paulin.....	P. E.....	13	4	9	.....	.....	85	.....	.....	62	.....
172 Miss Mary E. Stevens's Boarding and Day School for Young Ladies.....	Germantown, Pa. (W. Cheltenham avenue).....	.....	1868	Miss Mary E. Stevens.....	P. E.....	11	4	7	.....	.....	.....	.....	.....	85	.....
173 University Female Institute.....	Lewisburg, Pa.....	1846	1852	Rev. David J. Hill, LL. D. (president of university).....	Baptist.....	11	4	7	1	24	54	24	.....	102	.....
174 Brooke Hall Female Seminary.....	Media, Pa.....	.....	1856	Maria L. Eastman.....	P. E.....	16	4	12	.....	.....	.....	.....	.....	50	.....
175 Ogontz School for Young Ladies.....	Ogontz, Pa.....	.....	1850	Misses Bonney, Dillaye, Ben-neth, and Eastman.....	Non-sect.....	30	10	20	.....	105	.....	40	20	165	.....
176 Mrs. Goodwin Watson's English, French, and German Young Ladies' School*.....	Philadelphia, Pa. (4111 Walnut st.).....	.....	.....	Mrs. Goodwin Watson.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
177 Pittsburgh Female College*.....	Pittsburgh, Pa.....	1854	1854	Rev. I. C. Pershing, D. D.....	M. E.....	28	13	15	20	65	43	316	8	432	54
178 Washington Female Seminary.....	Washington, Pa.....	1836	1836	Miss N. Sherrard.....	Presb.....	13	0	13	1	12	140	9	.....	161	.....
179 Anderson Female Seminary.....	Anderson, S. C.....	1883	1883	Lewis M. Aylor.....	Non-sect.....	8	1	7	3	70	60	5	0	135	.....
180 Columbia Female College.....	Columbia, S. C.....	1854	1857	Rev. Osgood A. Darby, D. D.....	M. E. So.....	10	3	7	1	31	109	.....	.....	140	1

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1883-'84, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	In regular course.	In special or partial course.	Number of graduate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Edge Hill School.....	Kewick Depot, Va.....	1874	1875	Miss Mary B. Randolph.....	Non-sect.	7	0	7	.....	.....	40	.....	1	41	0
Marion Female College.....	Marion, Va.....	1874	1873	Rev. J. J. Scherer, A. M.....	Lutheran	9	9	0	1	27	65	.....	2	94	.....
Norfolk College for Young Ladies.....	Norfolk, Va.....	1880	1880	Rev. R. M. Saunders.....	Non-sect.	13	5	8	.....	106	130	46	5	287	.....
Petersburg Female College.....	Petersburg, Va.....	1863	1862	W. T. Davis, A. M.....	Non-sect.	7	1	6	0	.....	93	.....	.....	93	.....
Richmond Female Institute.....	Richmond, Va.....	1853	1853	Miss Sally B. Hamner.....	Baptist	10	1	9	1	25	100	10	5	140	.....
Augusta Female Seminary.....	Staunton, Va.....	1842	1843	Miss Mary Julia Baldwin.....	Presb.	21	6	15	2	45	45	.....	.....	225	.....
Staunton Female Seminary.....	Staunton, Va.....	1870	1870	Rev. James Willis, A. M.....	Lutheran	9	2	7	1	25	50	1	2	78	.....
Virginia Female Institute.....	Staunton, Va.....	1844	1847	Mrs. Gen. J. E. B. Stuart.....	P. E.	10	3	7	.....	.....	.....	.....	2	69	6
Wesleyan Female Institute.....	Staunton, Va.....	1849	1850	Rev. Wm. A. Harris, D. D.....	Meth.	20	(20)	.....	.....	.....	143	.....	.....	143	.....
Fauquier Institute.....	Warrenton, Va.....	1874	1874	Rev. J. C. Wheat, D. D.....	Non-sect.	5	1	4	4	.....	.....	.....	.....	48	.....
Episcopal Female Institute.....	Winchester, Va.....	1874	1874	Rev. J. C. Wheat, D. D.....	P. E.	7	3	5	.....	23	51	.....	1	75	4
Valley Female College.....	Winchester, Va.....	1874	1874	Rev. John P. Hyde, A. M.....	M. E. So.	7	2	5	1	15	45	2	.....	63	.....
Broadus Female College.....	Clarksburg, W. Va.....	1877	1871	Rev. Edward J. Willis, L. B.....	Baptist	10	2	8	2	25	39	7	.....	71	.....
Parkersburg Female Seminary.....	Parkersburg, W. Va.....	1883	1865	Mrs. H. L. Field.....	Baptist	4	2	2	.....	.....	64	.....	.....	64	.....
Wheeling Female College.....	Wheeling, W. Va.....	1848	1850	Helen A. Popoon, A. M.....	Non-sect.	10	2	8	.....	.....	125	.....	.....	125	.....
Fox Lake, Wis.....	Fox Lake, Wis.....	1856	1856	Charles S. Farrar, A. M.....	Cong.	5	.....	.....	.....	65	23	.....	.....	77	.....
Wisconsin Female College.....	Milwaukee, Wis.....	1853	1851	Charles S. Farrar, A. M.....	Cong.	16	2	14	.....	.....	95	.....	0	254	0
Milwaukee Female College.....	Milwaukee, Wis.....	1853	1851	Charles S. Farrar, A. M.....	Cong.	16	2	14	.....	.....	95	.....	0	254	0
St. Clara Academy.....	Sinsinawa Mound, Wis.....	1852	1852	Sister Mary Emily Power.....	R. C.	25	.....	25	.....	30	78	.....	5	113	.....

a Includes students in primary department.

* From Report of the Commissioner of Education for 1882-'83.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1883-'84, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of —			Property, income, &c.				Date of next commencement.
				Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	17	18	19	20	21	22	23	24	25	26	27	28	29
1 Union Female College	x	5	40	400	30	\$160	\$30	\$60	\$20,000	\$0	\$0	\$3,500	June 11.
2 Huntsville Female College	x	5	40	1,863	36	150	20-30	50	30,000	0	0	\$19,851	June 3.
3 Huntsville Female Seminary (Rotherwood Home)*	x	4	40	3,500	50	200	40	50	12,000	0	0	0	June 6.
4 Judson Female Institute	x	4	37	3,500	50	140	30-50	60	60,000	0	0	15,000	June 11.
5 Marion Female Seminary	x	6	36	400	50	205	30-50	60	40,000	0	0	0	June.
6 Centenary Female College	x	6	40	200	50	110	20, 30	40	25,000	0	0	0	June.
7 Synodical Female Institute	x	6	38	4,000	100	125	32 ^a	50	10,000	0	0	4,001	June 14.
8 Tuscaloosa Female College	x	4	40	400	100	150	20-40	50-60	20,000	0	0	9,600	June 10.
9 Alabama Conference Female College	x	4	40	400	...	150	20-40	50	50,000	0	0	4,900	June.
10 Harmon Seminary	0	4	40	400	...	\$330	50	80	30,000	0	0	0	May 27.
11 Mills Seminary	x	4	40	3,000	25	\$330	...	60	275,000	0	0	0	May 26.
12 College of Notre Dame*	x	4	45	...	...	300	60	60	...	...	...	...	June.
13 Santa Rosa Ladies' College	x	4	40	40	...	\$300	(60-120)	...	...	...	...	...	May 8.
14 Hartford Female Seminary*	x	4	40	1,846	...	\$450	24	40	40,000	...	...	...	June 27.
15 Congrégation de Notre Dame	0	8	40	1,846	57	\$200	20	60	...	...	...	...	June 20.
16 Lucy Cobb Institute*	0	5	38	2,000	...	150	30	70	40,000	...	...	11,500	June 20.
17 Columbus Female College ^b	x	4	36	2,000	0	165	20, 35	50	20,000	0	0	2,700	June.
18 Georgia Methodist Female College	x	4	40	800	...	175	30	55	13,000	...	...	...	June 17.
19 Andrew Female College	x	5	40	...	...	135	10-25	42	8,000	0	0	3,000	June.
20 Dalton Female College	x	6	40	300	...	125-140	...	...	...	...	...	...	June.
21 Monroe Female College	x	4	40	565	77	100	30	40	8,500	...	...	2,600	June.
22 Georgia Baptist Seminary for Young Ladies	x	4	40	1,100	...	150	30	50	5,000	...	...	4,750	June 19.
23 Griffin Female College	x	4	40	...	...	...	...	...	...	...	...	...	June 19.

* From Report of the Commissioner of Education for 1882-'83.

^a Board and tuition.^b College buildings and library were destroyed by fire January 9, 1884.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1883-'84, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

[illegible]

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1883-'84, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of —			Property, income, &c.				Date of next commencement.
				Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
1	17	18	19	20	21	22	23	24	25	26	27	28	29
168 Blairsville Ladies' Seminary.....	0	4	40	600	100	\$250	\$20	\$40	\$25,000				June 10.
169 Wilson College.....	x	4	38	1,600	100			60	*100,000				June 15.
170 Pennsylvania Female College.....	x	4	40	2,500		130	40	50	50,000				June 15.
171 French Protestant School*.....	0	6	40	500	50	6500	80-100		50,000				June.
172 Miss Mary E. Stevens's Boarding and Day School for Young Ladies.	.....	.....	.....	1,200			80	130					June.
173 University Female Institute.....	x	4	40	(b)	(b)	200	30	36	29,500				June.
174 Brooke Hall Female Seminary.....	0	4	38	4,000	200	6900	(100-250)	140	60,000				June.
175 Ogontz School for Young Ladies.....	0	4	38	4,000	200	6900	70-120						June.
176 Mrs. Goodwin Watson's English, French, and German Young Ladies' School*.....	x	4	40	738	40	240	44-56	60-80	100,000	\$1,600	\$30	\$19,415	June.
177 Pittsburgh Female College*.....	x	4	40	500		210	24	15, 18, 20	25,000				June 15.
178 Washington Female Seminary.....	x	6	40	1,300	100	150	30	40	15,000	10,000	600	4,500	June 5.
179 Anderson Female Seminary.....	x	4	38			140	40	50	40,000				June.
180 Columbia Female College.....	x	4	40	500		120	15-21	40	20,000	1,100		5,000	June 23.
181 Due West Female College*.....	x	5	40	700		125	20-30	40-50	20,000	0	0		June 18.
182 Greenville Female College.....	x	4	40			100	10-15	33	5,500			1,200	June 22.
183 Wallalla Female College.....	x	4	40	600	50	120	20	40	12,000				June.
184 Williamston Female College*.....	x	4	40	0		100	20	33	65,000				June.
185 Athens Female Seminary.....	0	4	40	100	0	250			25,000	0	0		May.
186 St. James' Hall.....	.....	.....	.....						15,000				June.
187 Western Female College.....	x	4	40			100	15	30-40	40,000				June 10.
188 Brownsville Female College.....	x	5	40	21,500	50	135	30, 40	54	6,000	0	0	2,400	June 1.
189 Weslevan Female College.....	x	4	40	6500		169-189	34, 44	20	7,000			1,670	June 10.
190 Broadhurst Institute.....	x	20	75				20, 30, 40	50	10,000	0	0	3,000	June 10.
191 Bellevue Female College.....	x	4	40	500		135							

192	Columbia Athenaeum	x	41	8,000	150	180	35	50	100,000			June 11.
193	Columbia Female Institute	x	5	40	250	30	250	40-60	250			June 6.
194	Tennessee Female College*	x	5	40	0	140	28	50	10,000			June 10.
195	Memphis Conference Female Institute	x	5	40	4,000	130-140	30	50	45,000	0		
196	La Grange Female College	x	4	40	1,200	120	15	20	25,000		3,500	June 2.
197	Cumberland Female College	x	4	40	300	150	25	40-50	8,000		2,500	June 6.
198	Haynes Institute	x	4	40	50	120	25-40	40-50	16,000	0	2,000	June 18.
199	Soult Female College	x	4	40	10	200	40-50	70	60,000	0	0	June 6.
200	Nashville College for Young Ladies	x	4	40	200	200	20	50	60,000	0	0	June 18.
201	St. Cecilia's Academy	0	6	40	900	150	20	50	60,000	0	0	June 18.
202	W. E. Ward's Seminary for Young Ladies	x	4	40	2,000	200	30	60	125,000	2,300	0	June 18.
203	Martin Female College	x	4	40	500	175	30	50	30,000	0	0	June 19.
204	Rogersville Female College*	x	3	40	1,000	100	20	30	40,000	0	0	June 10.
205	Mary Sharp College	x	4	40	1,200	135	30	60	20,000	0	0	June 13.
206	Dallas Female College*	x	40	40	0	120	40	50	20,000		4,500	June 28.
207	Ursuline Academy*	x	40	40	768	250	40	50	4,800		4,645	June 8.
208	Young Ladies' School, Southwestern University	x	3, 4, 5	40	200	150	40	40	2,500		4,000	June 6.
209	Baylor Female College	x	4	40	0	120	20-30	40-50	8,000		0	June 12.
210	Woodlawn Female College	x	4	40	1,100	130	20	30	90,000		0	June 8.
211	Nazareth Academy	x	40	251	140	30	30	50	30,000		7,000	June 18.
212	Waco Female College	x	4	39	1,000	125	25	30	90,000	720	5,200	June 20.
213	Vermont Methodist Seminary and Female College	x	4	40	1,000	175	40	60	40,000	0	0	June 17.
214	Martha Washington College*	x	36	800	0	180	30	50	80,000	0	15,000	June 20.
215	Hollins Institute	x	4	40	2,500	210	36	50	25,000	0	3,000	June 20-27.
216	Albemarle Female Institute*	x	4	38	350	125	36	45	8,500	0	0	June 1.
217	Montgomery Female College*	x	4	40	2,000	200	20	40	15,000	0	1,600	June 3.
218	Ronauke Female College	0	4	40	2,000	180	50	60	75,000	0	17,000	June 18.
219	Edge Hill School	x	5	38	40	150	40	70	20,000	0	4,000	June 16.
220	Marion Female College	x	6	39	1,000	200	69	80-125	10,000	0	0	June 16.
221	Norfolk College for Young Ladies	x	40	40	2,000	165	36	50	75,000	0	0	June 1.
222	Southern Female College	x	4	40	600	170	30	40	35,000	0	4,000	June 12.
223	Richmond Female Institute	0	3	39	400	250	27	50	40,000	0	0	June 12.
224	Augusta Female Seminary	x	2-4	40	500	250	30	40	20,000	0	0	June 17.
225	Staunton Female Seminary	x	4	40	300	240	30	40	18,000	0	4,000	June 26-27.
226	Virginia Female Institute	x	4	38	500	175	25	30	25,000	0	3,000	June 13.
227	Wesleyan Female Institute	x	4	40	1,200	195	25	35	10,000	0	0	June 4.
228	Fauquier Institute	x	4	40	1,200	192	28	28	25,000	540	1,200	June 4.
229	Episcopal Female Institute	x	4	38	3,000	240	50	60-80	50,000	0	20,000	June 17.
230	Valley Female College*	x	4	40	995	210	50	60-80	50,000	0	20,000	June 16.
231	Broadus Female College*	x	4	36	150	150	40	50	10,000	0	0	June 13.
232	Parkersburg Female Seminary	x	4	40	1,200	195	25	35	10,000	0	0	June 4.
233	Wheeling Female College	x	4	40	1,200	192	28	28	25,000	540	1,200	June 4.
234	Wisconsin Female College	x	4	38	3,000	240	50	60-80	50,000	0	20,000	June 17.
235	Milwaukee College	x	4	40	995	210	50	60-80	50,000	0	20,000	June 16.
236	St. Clara Academy	x	4	46	25	165	50	60-80	50,000	0	20,000	June 16.

e Estimated.
f Not specified.

b See report of University at Lewisburg (Table IX).

c Value of grounds and buildings.

d Private library.

* From Report of the Commissioner of Education for
 1882-'83.

a Board and tuition.

TABLE VIII.—Memoranda.

Name.	Location.	Remarks.
Livingston Academy	Livingston, Ala.	The academical department of Alabama Normal College; its report is included in Table III.
Young Ladies' Seminary	Benicia, Cal.	Transferred to Table VI.
Woman's College of the Northwestern University	Evanston, Ill.	Report is included in that of Northwestern University (Table IX).
Female College of Indiana	Greencastle, Ind.	Not in existence.
Paducah Female College	Paducah, Ky.	Name changed to University of Paducah and institution opened to both sexes (see Table VI).
Waterville Classical Institute	Waterville, Me.	Name changed to Coburn Classical Institute.
The Misses Norris' School	Baltimore, Md.	Closed.
Holy Angels' Academy	Buffalo, N. Y.	Transferred to Table VI.
Mrs. S. Reed's Boarding and Day School	New York, N. Y.	Forms the nucleus of Reed College, which was incorporated in February, 1884.
Simonton Female College	Statesville, N. C.	Closed January, 1883; opened again in the fall of 1883 with name changed to Statesville Female College.
Cleveland Seminary for Girls	Cleveland, Ohio.	Closed.
Irving Female College	Mechanicsburg, Pa.	Permanently closed.
Chestnut Street Seminary	Philadelphia, Pa.	Removed to Ogontz and name changed to Ogontz School for Young Ladies.
Bristol Female College	Bristol, Tenn.	Succeeded by Western Female College.
Murfreesboro' Female Institute	Murfreesboro', Tenn.	Name changed to Haynes Institute.
Farmville College	Farmville, Va.	Buildings transferred to the State for a normal school and Farmville College superseded by the State Normal College for Females.
Petersburg Female College	Petersburg, Va.	Suspended.

List of institutions for the superior instruction of women from which no information has been received.

Name.	Location.	Name.	Location.
Florence Synodical Female College.	Florence, Ala.	Brooklyn Heights Seminary..	Brooklyn, N. Y.
Alabama Central Female College.	Tuscaloosa, Ala.	St. Clare's Academy	Buffalo, N. Y.
School for Girls	Farmington, Conn.	Academy of the Sacred Heart..	New York, N. Y.
Grove Hall	New Haven, Conn.		(49 W. 17th st.).
Young Ladies' Seminary	Windsor, Conn.	English, French, and German School.	New York, N. Y.
Wesleyan Female College	Wilmington, Del.		(222 Madison ave.).
Nassau College for Young Ladies.	Fernandina, Fla.	Davenport Female College...	Lenoir, N. C.
Hamilton Female College ..	Hamilton, Ga.	Chowan Baptist Female Institute.	Murfreesboro', N. C.
Lumpkin Masonic Female College.	Lumpkin, Ga.	Statesville Female College....	Statesville, N. C.
Mt. Pleasant Female Seminary.	Mt. Pleasant, Iowa.	Academy of Notre Dame	Philadelphia, Pa.
Christ Church Seminary.....	Lexington, Ky.	Chegary Institute	(1527 Spruce st.).
Notre Dame Academy	Boston (Highlands), Mass.	Pennsylvania Female College..	Pittsburgh, Pa.
Columbus Female Institute..	Columbus, Miss.	Cottage Hill College	York, Pa.
Union Female College	Oxford, Miss.	State Female College	Memphis, Tenn.
Female College	Sardis, Miss.	Austin Collegiate Female Institute.	Austin, Tex.
St. Teresa's Academy.....	Kansas City, Mo.	Bryan Female Institute.....	Bryan, Tex.
Academy of the Visitation...	St. Louis, Mo.	Soulé College	Chapel Hill, Tex.
Athenaeum Seminary	Brooklyn, N. Y.	Goliad College	Goliad, Tex.
		Andrew Female College	Huntsville, Tex.
		Kemper Hall	Kenosha, Wis.

TABLE IX.—*Statistics of universities and colleges for 1883-'84; from replies to inquiries by the United States Bureau of Education.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
						Number of instructors.	Students.				
							Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
1	2	3	4	5	6	7	8	9	10	11	12
Southern University.....	Greensboro', Ala.....	1856	1859	M. E. South.....	Rev. F. M. Peterson, secretary	1	1	0			
Howard College.....	Marion, Ala.....	1843	1842	Baptist.....	James T. Murfree, LL. D.		168		110	58	
Spring Hill College*.....	Near Mobile, Ala.....	1836	1830	R. C.....	Rev. John A. Downey, S. J.	0	0	0	0	0	0
University of Alabama.....	Tuscaloosa, Ala.....	1820	1831	Non-sect.....	Burwell Boykin Lewis, LL. D.						
Arkansas College.....	Batesville, Ark.....	1872	1872	Presbyterian.....	Rev. Isaac J. Long, D. D.						
Boonsboro', Ark.....	Boonsboro', Ark.....	1852	1852	Cumb. Presb.....	Rev. F. R. Earle, A. M., D. D.	23	54	50			
Cane Hill College.....	Fayetteville, Ark.....	1871	1871	Non-sect.....	Col. George M. Edgar.....	5	240		(240)		
Arkansas Industrial University.....	Little Rock, Ark.....	1882	1882	M. E.....	Rev. George W. Gray, D. D.	2	109	102			
Little Rock University*.....	Little Rock, Ark.....	1883	1877	M. E.....	Rev. Thomas Mason, A. M.	2	109	102			
Philander Smith College.....	Little Rock, Ark.....	1883	1877	P. E.....	Rt. Rev. John H. D. Wingfield, D. D., LL. D.	5	70		17	20	33
College of St. Augustine*.....	Benicia, Cal.....	1868	1867	P. E.....							
University of California.....	Berkeley, Cal.....	1868	1869	Non-sect.....	William T. Reid, A. M.	0	0	0	0	0	0
Pierce Christian College.....	College City, Cal.....	1874	1874	Christian.....	James C. Keith, A. B.						
St. Vincent's College.....	Los Angeles, Cal.....	1869	1867	R. C.....	Rev. A. J. Meyer, C. M.	2	90		10	20	60
University of Southern California.....	Los Angeles, Cal.....	1880	1880	M. E.....	Rev. M. M. Boyard, A. M.	2	71	45			92
St. Ignatius College.....	San Francisco, Cal. (cor. Hayes st. and Van Ness av.)	1859	1855	R. C.....	Rev. Joseph Sasia, S. J.	7	350	0	100	40	
St. Mary's College.....	San Francisco, Cal.....	1872	1863	R. C.....	Rev. Brother Bettelin.....		109		27	32	
Santa Clara College.....	Santa Clara, Cal.....	1855	1851	R. C.....	Rev. Robert E. Kenna, S. J.	4	163	0			
University of the Pacific.....	Santa Clara, Cal.....	1852	1852	M. E.....	Rev. C. C. Stratton, A. M., D. D.	6	112	53	26	139	
Pacific Methodist College*.....	Santa Clara, Cal.....	1882	1861	M. E. South.....	Rev. W. A. Finley, A. M., D. D.	5	103		4	50	49
Hesperian College*.....	Woodland, Cal.....	1869	1861	Christian.....	A. M. Elston, A. M.	2	25	20	9	13	23
University of Colorado.....	Boulder, Colo.....	1875	1877	Non-sect.....	Joseph A. Sewall, M. D., LL. D.	3	49	51	28	32	40

* From Report of the Commissioner of Education for 1882-'83.

a Total for all departments.

TABLE IX.—*Statistics of universities and colleges for 1853-'54, &c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.						Number of students unclassified.
							Number of instructors.	Students.					
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.		
1	2	3	4	5	6	7	8	9	10	11	12	13	
22	Colorado College.....	Colorado Springs, Colo.....	1874	1874	Non-sect.	Rev. E. P. Tenney.....	0	0	0	0	0	0	0
23	University of Denver.....	Denver, Colo.....	1864	1880	M. E.	Rev. David H. Moore, A. M., D. D., chancellor.	7	50	45	32	25	38	38
24	Trinity College.....	Hartford, Conn.....	1824	1826	P. E.	Rev. George Williamson Smith, D. D.	0	0	0	0	0	0	0
25	Wesleyan University.....	Middletown, Conn.....	1831	1831	M. E.	Rev. John Wesley Teach, D. D., LL. D.	0	0	0	0	0	0	0
26	Yale College.....	New Haven, Conn.....	1701	1701	Non-sect.	Rev. Noah Porter, D. D., LL. D.	0	0	0	0	0	0	0
27	Delaware College.....	Newark, Del.....	1867	1870	Non-sect.	William H. Purnell, A. M., LL. D.	0	0	0	0	0	0	0
28	University of Florida.....	Tallahassee, Fla.....	1785	1891	Non-sect.	Rev. P. H. Mell, D. D., LL. D., chan- cellor.	.....	.....	.....	.....	.....	.....	.....
29	University of Georgia*.....	Athens, Ga.....	1785	1891	Non-sect.	Edmund A. Ware, A. M.	(22)	10	2	9	3	.....	.....
30	Atlanta University*.....	Atlanta, Ga.....	1867	1869	Non-sect.	Rev. E. O. Thayer, A. M.	5	10	2	9	3	.....	.....
31	Clark University*.....	Atlanta, Ga.....	1877	1869	M. E.	Rev. Archibald J. Battie, D. D.	.....	.....	.....	.....	.....	.....	.....
32	Mercer University*.....	Macon, Ga.....	1837	1848	Baptist	Rev. Louis Bazin	1	50	20	20	10	.....	.....
33	Pio Nono College.....	Macon, Ga.....	1876	1874	R. C.	Rev. Attieus G. Haygood, D. D.	92	50	20	20	10	.....	.....
34	Emory College.....	Oxford, Ga.....	1836	1837	M. E. South	Rev. Francis M. Bruner, A. M.	.....	.....	.....	.....	.....	.....	.....
35	Abingdon College.....	Abingdon, Ill.....	1855	1853	Christian	Rev. Joseph S. Cumming, D. D.	3	34	27	75	.....	.....	.....
36	Illinois Wesleyan University.....	Bloomington, Ill.....	1850	1850	M. E.	Rev. William H. Adams, D. D.	3	200	75	(70)	.....	.....	.....
37	Bourbon College.....	Bourbonnais, Ill.....	1850	1850	R. C.	Rev. P. P. Beaudoin, C. S. V.	3	70	40	30	90	.....	.....
38	St. Viator's College*.....	Carlinville, Ill.....	1874	1859	Presbyterian	Rev. E. L. Hurd, D. D.	2	80	40	20	100	.....	.....
39	Blackburn University*.....	Chicago, Ill. (413 W. 12th st.)	1857	1859	R. C.	Rev. Thomas O'Neil, S. J.	5	121	0	100	6	55	55
40	St. Ignatius College.....	Chicago, Ill.....	1870	1869	Baptist	Rev. Calistus Anderson, S. T. D., LL. D.	1	76	25	40	6	.....	.....
41	University of Chicago.....	Chicago, Ill.....	1859	1859	Baptist	.....	.....	.....	.....	.....	.....	.....	.....
42	Eureka College.....	Eureka, Ill.....	1855	1853	Christian	J. M. Allen, M. D., A. M.	50	27	45	32	77	74	74
43	Northwestern University.....	Evansston, Ill.....	1851	1855	M. E.	Rev. Joseph Cummings, D. D., LL. D.	15	167	72	77	88	.....	.....
44	Ewing College*.....	Ewing, Ill.....	1874	1867	Baptist	Rev. John Washburn, A. M., D. D.	.....	.....	.....	.....	.....	.....	.....

		1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	286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TABLE IX.—*Statistics of universities and colleges for 1883-'84, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.				Number of students unclassified.	
						Number of instructors.	Students.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12
Upper Iowa University.....	Fayette, Iowa.....	1857	1857	M. E.	Rev. John W. Bissell, D. D.	3	125	115	13	16	—
Iowa College.....	Grinnell, Iowa.....	1847	1848	Cong.	Rev. George F. Magoun, D. D.	4	93	92	—	—	—
Simpson Centenary College.....	Indianola, Iowa.....	1867	1868	M. E.	Rev. Edward Lammey Parks, A. M., D. D.	—	91	90	27	65	92
State University of Iowa.....	Iowa City, Iowa.....	1847	1855	Non-sect.	Josiah L. Pickard, LL. D.	0	0	0	0	0	0
German College.....	Mt. Pleasant, Iowa.....	1873	1873	German M. E.	Rev. Wm. Balcke, A. M.	3	28	7	—	—	9
Iowa Wesleyan University.....	Mt. Pleasant, Iowa.....	1855	1852	M. E.	Rev. Wm. Spaulding, M. D.	2	80	43	—	—	—
Cornell College.....	Mt. Vernon, Iowa.....	1857	1853	M. E.	Rev. William F. King, D. D.	10	166	151	72	197	48
Oskaloosa College.....	Oskaloosa, Iowa.....	1857	1861	Christian.	R. H. Johnson, A. M.	—	42	24	17	11	33
Penn College.....	Oskaloosa, Iowa.....	1873	1873	Friends.	Benjamin Trueblood, A. M.	1	49	44	—	—	—
Central University of Iowa.....	Pella, Iowa.....	1853	1854	Baptist.	Robert H. Tripp, M. A., acting president.	1	34	53	35	4	—
Tabor College.....	Tabor, Iowa.....	1856	1856	Cong.	Rev. William M. Brooks, A. M.	3	58	66	14	22	88
Western College.....	Toledo, Iowa.....	1856	1857	United Breth.	Rev. W. M. Beardshart, A. M.	—	95	86	4	100	77
St. Benedict's College.....	Atchison, Kans.....	1863	1859	R. C.	Rt. Rev. Innocent Wolf, D.D., O.S.B.	9	159	—	32	26	74
Baker University.....	Baldwin City, Kans.....	1853	1858	M. E.	Rev. W. H. Sweet, A. M.	3	163	102	9	—	—
Highland University.....	Highland, Kans.....	1853	1856	Presbyterian	H. D. McCarty, LL. D.	1	47	53	38	6	70
University of Kansas.....	Lawrence, Kans.....	1863	1866	Non-sect.	Rev. J. A. Lippincott	—	163	105	—	—	—
Lane University*.....	Lecompton, Kans.....	1852	1862	United Breth.	N. B. Bartlett, A. M.	—	35	39	—	20	—
Ottawa University.....	Ottawa, Kans.....	1860	1865	Baptist	M. L. Ward	—	32	19	9	12	32
St. Mary's College.....	St. Mary's, Kans.....	1869	1869	R. C.	Rev. C. Coppens, S. J.	7	190	0	54	135	—
Washburn College.....	Topeka, Kans.....	1856	1863	R. C.	Rev. Peter McVicar, M. A., D. D.	10	114	90	29	21	—
St. Joseph's College.....	Bardonia, Ky.....	1824	1819	Cong.	Rev. W. P. Mackin	—	—	—	—	—	—
Berea College.....	Berea, Ky.....	1865	1858	Non-sect.	Rev. E. H. Fairchild, D. D.	5	176	135	(62)	—	—
Ozark College.....	Bowling Green, Ky.....	1877	1877	Non-sect.	Wm. A. Obenchain	—	45	0	18	15	12
Cecilian College*.....	Cecilian, Ky.....	1867	1860	R. C.	H. A. Cecil, A. M.	3	50	—	10	10	30

		1819	1822			2	102	0	89	50
110	Centre College.....		1822	Presbyterian	Ormond Beatty, LL. D.	2				
111	Eminence, Ky.....	1856	1857	Christian	W. S. Giltner	2	16		9	7
112	Kentucky Military Institute Farmdale, Ky.....	1845	1845	Non-sect.	Col. Robert D. Allen, M. A., M. D., superintendent.					0
113	Georgetown College.....	1829	1831	Baptist	Rev. R. M. Dudley, D. D.	2	21	0		
114	South Kentucky College*	1849	1881	Christian	B. C. Deweese, M. A.				23	21
115	Kentucky University.....	1858	1859	Christian	Charles Louis Loos	2	44	0	6	10
116	Kentucky Wesleyan College.....	1860	1866	M. E. South	D. W. Watson, A. M.	1	30		14	14
117	Kentucky Classical and Business College.....	1878	1877	Christian	C. M. Arnold	3	(76)		14	22
118	Central University.....	1873	1874	So. Presb.	Rev. L. H. Blanton, D. D., chancellor	3	87		31	56
119	Bedford College.....	1856	1856	Baptist	James H. Fugua, A. M.	3	35		30	5
120	St. Mary's College.....	1871	1871	R. C.	Rev. David Fennessy, C. R.	2	18		8	
121	Louisiana State University and Agri- cultural and Mechanical College.)	1853	1860	Non-sect.	Col. James W. Nicholson, A. M.	5	60		30	30
122	St. Charles College of Louisiana*	1852	1857	R. C.	Very Rev. John Montilot, S. J.	1	13			
123	Centenary College of Louisiana*	1825	1837	M. E. South	Rev. D. M. Rush, A. M.	3	62		(65)	
124	College of the Immaculate Conception.	1856	1847	R. C.	Very Rev. T. W. Butler, S. J.	3	359			
125	Leland University.....	1870	1874	Baptist	Rev. Harvey K. Traver, A. M.					
126	New Orleans University.....	1873	1883	M. E.	Rev. James A. Dean, A. M., D. D.	5	103	101	10	2
127	Southern University.....	1860	1870	Non-sect.	Rev. J. H. Harrison, A. B.	6	173	244		
128	Straight University.....	1869	1878	Cong.	Rev. W. S. Alexander, D. D.	8	28	13	23	
129	University of Louisiana ^f	1847	1878	Non-sect.	Hon. Randall Hunt, LL. D.	6	135	0		
130	Jefferson College (St. Mary's)*.	1861	1864	R. C.	Very Rev. J. B. Bigot, S. M.		953			
131	Powdoin College.....	1794	1802	Cong.	George T. Little, A. M., secretary.	0	0	0	0	0
132	Bates College.....	1863	1863	F. W. Baptist.	Rev. Oren B. Cheney, D. D.					
133	Colby University.....	1820	1818	Baptist	Rev. George D. E. Pepper, D. D., LL. D.	0	0	0	0	0
134	St. John's College.....	1784	1789	Non-sect.	Rev. John M. Leavitt, D. D.	2	37		415	22
135	Johns Hopkins University.....	1867	1876	Non-sect.	Daniel C. Gilman, A. M., LL. D.	0	0	0	0	0
136	Loyola College.....	1853	1852	R. C.	Rev. Edward A. McGurk, S. J.	3	55		40	15
137	Washington College*	1782	1782	Non-sect.	William J. Rivers, A. M.					
138	Rock Hill College.....	1865	1857	R. C.	Rev. Brother Azarias	13	63		41	17
139	St. Charles's College.....	1831	1848	R. C.	Very Rev. P. P. Denis, A. M., S. S.		86	0	86	
140	Mt. St. Mary's College.....	1830	1808	R. C.	Very Rev. William Byrne, A. M., D. D., V. G.	9	46		39	
141	Frederick College.....	1829	1763	Non-sect.	Thomas A. Gatch, A. M.		442			412
142	New Windsor College and Female Seminary.*	1843	1843	Presbyterian	Rev. A. M. Jelly, D. D.		7	9		
143	Western Maryland College.....	1868	1867	Meth. Prot.	Rev. James Thomas Ward, D. D.	2	38	10	21	27
144	Amherst College.....	1825	1821	Cong.	Rev. Julius H. Sedgwick, D. D., LL. D.	0	0	0	0	0
145	Boston College.....	1863	1864	R. C.	Rev. Jeremiah O'Connor, S. J.		132		111	21
146	Boston University (College of Liberal Arts).....	1869	1873	Meth. Epis.	Rev. William F. Warren, S. T. D., LL. D.	0	0	0	0	0
147	Harvard College.....	1650	1638	Non-sect.	Charles William Eliot, LL. D.	0	0	0	0	0

^a Total for all departments.

^b Number preparing for academic and select courses.

^c In elementary department.

^d Under the amended charter.

^e Includes 39 normal students.

^f These statistics are for the year ending June, 1884;

by act of the general assembly at the regular ses-

sion of 1884, the university became The Tulane

University of Louisiana.

^a From Report of the Commissioner of Education for
1882-'83.

^b As a seminary; as a college in 1857.

^c New charter in 1881.

^d As an institution for the higher education of women;

recently amended so as to admit both sexes.

TABLE IX.—*Statistics of universities and colleges for 1883-'84, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Number of instructors.	Preparatory department.				Number of students unclassified.
							Students.			Female.	
							Male.	Preparatory for secular course.	Preparatory for scientific course.		
1	2	3	4	5	6	7	8	9	10	11	12
Tufts College	College Hill, Mass.	1822	1855	Universalist	Rev. Elmer H. Capen, D. D.	0	0	0	0	0	0
Williams College	Williamstown, Mass.	1793	1793	Non-sect.	Franklin Carter, Ph. D., LL. D.	0	0	0	0	0	0
College of the Holy Cross	Worcester, Mass.	1863	1863	R. C.	Rev. Robert W. Brady, S. J.	0	77	0	0	0	0
Adrian College	Adrian, Mich.	1839	1839	Meth. Prot.	P. S. Stephens, M. A.	4	46	55			
Albion College	Albion, Mich.	1860	1860	Meth. Epis.	James E. Plake, D. D., LL. D.	7	83	121	25	17	164
University of Michigan	Ann Arbor, Mich.	1817	1817	Non-sect.	Ed. George L. Butler	0	0	0	0	0	0
Earle Creek College	Earle Creek, Mich.	1854	1854	7th day Adv't	Charles E. Earle, secretary	8	23	36			59
Grand Traverse College*	Benona, Mich.	1862	1863	Cong.	Rev. LeWitt J. Linton Burgin, D. D.	140	196	43	89	174	174
Hillsdale College	Hillsdale, Mich.	1835	1835	R. W. Baptist	Rev. Charles Scott, D. D.	3	77	27	78	7	19
Holland College	Holland, Mich.	1-66	1857	Baptist	Rev. Kendall Brooks, D. D.	1	72	73	48	99	
Hope College	Kalamazoo, Mich.	1855	1855	Pres.	Rev. Horatio Q. Earle-Field, D. D.	6	70	57	55		
Kalamazoo College	Kalamazoo, Mich.	1859	1-58	Cons. & Pres.	Rt. Rev. Abbot Alexis Edelbrock	5	57	39	96		
Olivet College	Olivet, Mich.	1857	1857	R. C.	O. S. B.	5	57	39	96		
St. John's College*	Collegeville, Minn.	1857	1857	Meth. Epis.	Rev. G. H. Bridgeman, D. D.	5	57	39	96		
Hamline University*	Hamline, Minn.	1854	1855	Lutheran	Prof. Georg Steudrup	5	57	39	96		
Angelsburg Seminary, Greek department.*	Minneapolis, Minn.	1874	1874	Lutheran	Prof. Georg Steudrup	5	57	39	96		
University of Minnesota	Minneapolis, Minn.	1867	1867	Non-sect.	William Watts Folwell, LL. D.	2	38	21	6	653	
Carleton College	Northfield, Minn.	1866	1867	Cong.	Rev. James W. Strong, D. D.	2	6-05	61-3	89	26	41-3
Mississippi College	Clinton, Miss.	1850	1851	Baptist	Rev. W. S. Webb, D. D.	1	140	30	25	85	85
East University	Holly Springs, Miss.	1870	1868	Meth. Epis.	Rev. W. W. Hooper, A. M.	1	130	38	150	38	75
University of Mississippi	Oxford, Miss.	1848	1848	Non-sect.	Alexander P. Stewart, chancellor	3	116	0	241	0	
Southwest Baptist College	Bolivar, Mo.	1879	1878	Baptist	Rev. J. R. Maupin, A. M.	3	190	40	90	60	
Christian University	Canon, Mo.	1843	1855	Christian	Oral Pike, A. M.	144	144	91	50		
St. Vincent's College*	Cape Girardeau, Mo.	1841	1-44	R. C.	Rev. John W. Hickey, C. M.	144	144	91	50		
University of the State of Missouri	Columbia, Mo.	1839	1840	Non-sect.	Samuel S. Laws, A. M., M. D., LL. D.	144	144	91	50		

		1859				1859	Baptist	J. Alva Hornberger	20	34	16	13	25
172	Grand River College.		Edinburg, Mo	1859	Baptist		M. E. Smith	Rev. Eugene R. Hendrix, A. M., D. D.	3	108			
173	Central College	1855	Exceter, Mo	1857	M. E. Smith			Rev. C. C. Hersman, D. D.					
174	Wesminster College	1853	Fulton, Mo	1874				Rev. James C. Hall, A. M.					
175	Lewis College	1865	Glasgow, Mo	1865	Meth. Epis			J. S. Kendall	2	62	61		12
176	Perfitt School Institute	1868	Glasgow, Mo	1866	Non-sect.			J. F. Cook, A. M., D.	72	51	67	59	
177	La Grange College	1849	La Grange, Mo	1866	Baptist			Rev. William R. Rathwell, A. M.,	2	60			
178	William Jewell College	1849	Liberty, Mo	1852	Baptist			D. D., chairman of faculty.					
179	Morrisville College	1876	Morrisville, Mo	1872	M. E. Smith			Rev. W. C. Golley, D. D.	1	70	46		
180	Payneville Institute	1875	Payneville, Mo	1875	Non-sect.			Rev. Jos. Henry Pritchett, A. M., D. D.	1	30	24	36	18
181	College of the Christian Brothers*	1855	St. Louis, Mo	1855	R. C.			Brother Thomas P. S. C.	15	308	0	160	148
182	St. Louis University	1852	St. Louis, Mo	1859	R. C.			Rev. R. J. M. S. J.	(c)	(e)	(e)	(e)	(e)
183	Washington University*	1853	St. Louis, Mo	1857	Non-sect.			Rev. Wm. G. Blair, D. D.	18	88	41	35	
184	Sedalia University	1852	Sedalia, Mo	1852	Presbyterian			Rev. Wm. McCaughey, A. M.	4	90	36		
185	Duhy College	1873	Springfield, Mo	1873	Cong.			Rev. Nathan F. Morrison, D. D., LL. D.	4	42	43	18	27
186	Stewartsville College	1879	Stewartsville, Mo	1861	Non-sect.			Rev. W. O. H. Perry, A. M.	115	55			
187	Central Wesleyan College	1865	Warrenton, Mo	1864	German M. E.			Rev. Herman A. Koch, D. D.	74	48			
188	Doane College	1872	Crete, Neb.	1872	Cong.			Rev. David R. Perry, A. M.	6	48	3	6	81
189	Nebraska Wesleyan University	1869	Fullerton, Neb.	1879	M. E.			Rev. J. J. Fidelity, A. M., Ph. D.	48	43			170
190	University of Nebraska	1869	Lincoln, Neb.	1871	Non-sect.			Irving J. M. M. D., Ph. D., chancellor	7	57	39		43
191	Nebraska College	1868	Nebraska City, Neb.	1866	Prot. Epis			Rev. John McNamara, D. D.	3	52	4		
192	Crichton College*	1879	Omaha, Neb.	1878	R. C.			Rev. Thomas H. Miles, S. J., J.	4	253	0	0	0
193	Dartmouth College	1769	Haver, N. H.	1770	Cong.			Rev. Samuel C. Bartlett, D. D., LL. D.	2	63	22	45	
194	St. Benedict's College*	1881	Newark, N. J.	1868	R. C.			Rev. P. Melitius Tritz, O. S. B.	0	0	0	0	0
195	Rutgers College	1770	New Brunswick, N. J.	1771	Non-sect.			Merrill Edwards Gates, Ph. D., LL. D.	0	0	0	0	0
196	College of New Jersey	1746	Princeton, N. J.	1746	Presbyterian			Rev. James McCosh, D. D., LL. D., LL. D.	0	0	0	0	0
197	Seton Hall College*	1861	South Orange, N. J.	1856	R. C.			Very Rev. James H. Corrigan, A. M.					
198	Alfred University	1857	Alfred Centre, N. Y.	1857	R. C.			Very Rev. J. Allen, D. D., Ph. D.	8	59			
199	St. Bonaventure's College*	1875	Adelgany, N. Y.	1859	R. C.			Very Rev. Fr. Theophilus Pospisilik, O. S. F.					
200	St. Stephen's College	1860	Anandale, N. Y.	1860	Prot. Epis			Rev. Robert B. Fairbairn, D. D., LL. D.	1	18	13	0	0
201	Wells College	1868	Aurora, N. Y.	1868	Presbyterian			Rev. Edward S. Frisbee, D. D.			31	15	16
202	Brooklyn Collegiate and Polytechnic Institute.	1854	Brooklyn, N. Y.	1855	Non-sect.			David H. Cochran, Ph. D., LL. D.	27	614			
203	St. Francis College*	0	Brooklyn, N. Y.	1871	R. C.			Prother Jerome, O. S. F.	6	205	35		170
204	St. John's College	1873	Brooklyn, N. Y.	1870	R. C.			Rev. J. A. Hartnett, C. M.	96				
205	Canisius College	1883	Buffalo, N. Y.	1870	R. C.			Rev. Theodore van Rossum, S. J.	7	109	(189)		
206	St. Joseph's College*	1861	Buffalo, N. Y.	1861	R. C.			Brother Frank, director	240				
207	St. Lawrence University	1856	Canton, N. Y.	1858	Universalist			Rev. Absalom G. Gaines, D. D.	0	0	0	0	0
208	Hamilton College	1812	Clinton, N. Y.	1812	Presbyterian			Rev. Henry Darling, D. D., LL. D.					
209	Elmira Female College	1855	Elmira, N. Y.	1855	Presbyterian			Rev. Augustus W. Cowles, D. D.			61	39	22
210	St. John's College	1846	Fortham, N. Y.	1841	R. C.			Rev. Patrick F. Dealy, S. J.					
211	Hobart College	1825	Geneva, N. Y.	1824	P. E.			Hamilton L. Smith, M. A., LL. D., acting president, &	0	0	0	0	0
212	Madison University*	1846	Hamilton, N. Y.	1820	Baptist			Rev. Ebenezer Dodge, D. D., LL. D.	(i)	(i)	(i)	(i)	

* Preparing for commercial course.

i Preparing for commercial course.

j Total for all departments.

k Rev. E. N. Potter, D. D., LL. D., elected president June, 1884.

l See report of Colgate Academy (Table VII).

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TABLE IX.—*Statistics of universities and colleges for 1883-'84, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.						Number of students unclassified.
						Number of instructors.	Male.	Female.	Preparing for classical course.	Preparing for scientific course.	Preparing for special course.	
1	2	3	4	5	6	7	8	9	10	11	12	13
213 Cornell University.....	Ithaca, N. Y.....	1865	1868	Non-sect.....	Hon. Andrew Dickson White, LL. D.	0	0	0	0	0	0	0
214 Iugham University.....	Le Roy, N. Y.....	1857	1855	Presbyterian	Rev. Edward B. Walsworth, D. D., chancellor.	2	54	24	30			
215 College of St. Francis Xavier.....	New York, N. Y.....	1861	1847	R. C.	Rev. Samuel H. Frisbee, S. J.							
216 College of the City of New York*	New York, N. Y.....	1866	1848	Non-sect.....	Alexander Stewart Webb, LL. D.	11	480	0	134	157	189	
217 Columbia College*	New York, N. Y.....	1754	1754	Non-sect.....	Frederick A. P. Barnard, S. T. D., LL. D., L. H. D.	0	0	0	0	0	0	0
218 Manhattan College.....	New York, N. Y.....	1863	1853	R. C.	Rev. Brother Anthony		50					
219 Rutgers Female College.....	New York, N. Y.....	1867	1838	Non-sect.....	Rev. Samuel D. Burchard, D. D.		85	20	15	20		
220 St. Louis College.....	New York, N. Y.....	1869	1869	R. C.	John P. Brophy.....	8	51	10				
221 University of the City of New York*	New York, N. Y.....	1830	1830	Non-sect.....	Rev. John Hall, D. D., chancellor ad interim.							
222 Vassar College.....	Poughkeepsie, N. Y.....	1861	1865	Non-sect.....	Rev. Samuel L. Caldwell, D. D.		80					
223 University of Rochester.....	Rochester, N. Y.....	1850	1850	Baptist.....	Martin Brewer Anderson, LL. D.							
224 Union College.....	Schenectady, N. Y.....	1795	1795	Non-sect.....	Rev. Eliphalet Nott Potter, D. D., LL. D., C. M.							
225 Niagara University.....	Suspension Bridge, N. Y.....	1863	1856	R. C.	Very Rev. Patrick V. Kavanagh, C. M.	6	56	0	(56)			
226 Syracuse University.....	Syracuse, N. Y.....	1870	1871	M. E.	Rev. Charles N. Sims, D. D., LL. D., chancellor.	0	0	0	0	0	0	0
227 University of North Carolina.....	Chapel Hill, N. C.....	1789	1795	Non-sect.....	Hon. Kemp P. Battle, LL. D.							
228 Biddle University.....	Charlotte, N. C.....	1877	1867	Presbyterian	Rev. Stephen Mattoon, D. D.	5	151		60			
229 Davidson College*	Davidson College, N. C.....	1837	1277	Presbyterian	Rev. A. D. Hepburn, D. D., LL. D.	1	5		5			
230 North Carolina College.....	Mt. Pleasant, N. C.....	1859	1859	Evangel. Luth.	Rev. G. F. Schaeffer, A. M.	1	58		16			42
231 Shaw University.....	Baleigh, N. C.....	1875	1866	Baptist.....	Rev. H. M. Tupper, A. M.	8	39	27	44	23		

222	Rutherford College	1871	1871	1871	Non-sect.	Rev. Robert L. Abernethy, A. M., D. D.	2	30	48	(78)	0
223	Trinity College	1832	1832	1832	M. E. South	Rev. Marquis L. Wood, D. D.	15				
224	Wake Forest College	1834	1834	1834	Baptist	Charles E. Taylor, B. Litt., chairman of faculty.					
225	Weaver College	1873	1873	1873	M. E. South	David Atkins	1	77	88	21	78
226	Wichita College	1870	1870	1870	Universalist	Rev. Orello Cone, D. D.	9	72	53		
227	Wilmington College	1878	1878	1878	Ger. Baptist	Hiram F. Hixson, A. M., Ph. D.	4	53	23	10	30
228	Wittenberg College	1849	1849	1849	Non-sect.	Charles W. Steyer, A. M., Ph. D.	3	45	22	13	54
229	Worcester College	1856	1856	1856	M. E.	Aaron Schnyder, D. D.	2	28	6	10	22
230	Yale College	1861	1861	1861	M. E.	Rev. William Nash, D. D.	2	32			
231	Yale College	1874	1874	1874	Hebrew	Rev. Dr. Isaac Meir Wise.	2	4239			
232	Yale College	1875	1875	1875	R. C.	Rev. P. J. Hurth, C. S. C.	2	98	31		110
233	Yale College	1876	1876	1876	R. C.	Rev. J. J. Cochran, B. J.	2	0	0	0	0
234	Yale College	1877	1877	1877	Non-sect.	Thomas Vickers, B. D., rector	0	0	0	0	0
235	Yale College	1878	1878	1878	Non-sect.	Rev. Carroll Outler, D. D.	4	48	34	25	8
236	Yale College	1879	1879	1879	Non-sect.	P. V. N. Meyers, A. M.		14	17	1	24
237	Yale College	1880	1880	1880	Non-sect.	Rev. M. Loy, A. M.	1	35	27		
238	Yale College	1881	1881	1881	Evangelical	William H. Scott	1	412	419	131	(6)
239	Yale College	1882	1882	1882	M. E.	Rev. Charles H. Payne, D. D., LL. D.	3	319	111	159	215
240	Yale College	1883	1883	1883	P. E.	Rev. William B. Badine, D. D.	5	54			
241	Yale College	1884	1884	1884	Baptist	Rev. Alfred Owen, D. D.	3	95		47	12
242	Yale College	1885	1885	1885	Disciples	George H. Langhlin, A. M.	5	82	86	5	116
243	Yale College	1886	1886	1886	Non-sect.	Rev. Israel W. Andrews, D. D., LL. D.	2	104		70	34
244	Yale College	1887	1887	1887	Non-sect.	O. N. Hartshorn, LL. D.	8	287	143	100	52
245	Yale College	1888	1888	1888	Non-sect.	Rev. George C. Vincent, D. D.	41	17		30	62
246	Yale College	1889	1889	1889	United Presb.	Rev. F. M. Spencer	52	30	20		
247	Yale College	1890	1890	1890	Cong.	Rev. James H. Fairchild	26	421	246	316	
248	Yale College	1891	1891	1891	M. E.	M. Stahl					
249	Yale College	1892	1892	1892	F. W. Baptist	Albani A. Monton, A. M.	78	31	2	26	
250	Yale College	1893	1893	1893	M. E.	E. J. Marsh, A. M., B. D.	3	20	15	5	23
251	Yale College	1894	1894	1894	Evangelical	Rev. S. A. Ord, D. D.	4	101	12	131	12
252	Yale College	1895	1895	1895	Reformed	Rev. George W. Willard, D. D.	4	62	17	26	21
253	Yale College	1896	1896	1896	New Church	Rev. Frank Sewall, A. M.	1	26		2	5
254	Yale College	1897	1897	1897	United Breth	Rev. H. A. Thompson, D. D.	1	70	53	21	89
255	Yale College	1898	1898	1898	Friends	Rev. Benjamin F. Lee, D. D.	1	99	53	21	96
256	Yale College	1899	1899	1899	Presbyterian	James B. Unthank, M. S.	6	46	43	29	33
257	Yale College	1900	1900	1900	M. E.	Rev. S. C. Foster, D. D.	12	114	57	112	
258	Yale College	1901	1901	1901	Non-sect.	Rev. Daniel A. Long, A. M.					
259	Yale College	1902	1902	1902	Non-sect.	Rev. Daniel A. Long, A. M.					
260	Yale College	1903	1903	1903	Non-sect.	Rev. Daniel A. Long, A. M.					
261	Yale College	1904	1904	1904	Non-sect.	Rev. Daniel A. Long, A. M.					
262	Yale College	1905	1905	1905	Non-sect.	Rev. Daniel A. Long, A. M.					
263	Yale College	1906	1906	1906	Non-sect.	Rev. Daniel A. Long, A. M.					
264	Yale College	1907	1907	1907	Non-sect.	Rev. Daniel A. Long, A. M.					
265	Yale College	1908	1908	1908	Non-sect.	Rev. Daniel A. Long, A. M.					
266	Yale College	1909	1909	1909	Non-sect.	Rev. Daniel A. Long, A. M.					
267	Yale College	1910	1910	1910	Non-sect.	Rev. Daniel A. Long, A. M.					
268	Yale College	1911	1911	1911	Non-sect.	Rev. Daniel A. Long, A. M.					
269	Yale College	1912	1912	1912	Non-sect.	Rev. Daniel A. Long, A. M.					
270	Yale College	1913	1913	1913	Non-sect.	Rev. Daniel A. Long, A. M.					
271	Yale College	1914	1914	1914	Non-sect.	Rev. Daniel A. Long, A. M.					
272	Yale College	1915	1915	1915	Non-sect.	Rev. Daniel A. Long, A. M.					

* From Report of the Commissioner of Education for 1882-83.
 † As College and Summary of Our Lady of Angels; in 1883 as Niagara University.
 ‡ Includes students in commercial department.
 § Preparing for philosophical course.
 ¶ Preparing for philosophical course.
 †† Includes students in commercial department.
 ‡‡ Preparing for philosophical course.
 §§ Preparing for philosophical course.

TABLE IX.—*Statistics of universities and colleges for 1883-'84, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Number of instructors.	Preparatory department.					Number of students unclassified.
							Students.	Number of students.				
								Male.	Female.	Preparing for classical course.	Preparing for self-enlightening course.	
1	2	3	4	5	6	7	8	9	10	11	12	13
273 Philomath College	Philomath, Oreg.	1865	1868	United Breth.	Rev. Wayne S. Walker, A. M.	1	30	18				43
274 Willamette University	Salem, Oreg.	1853	1844	M. E.	Thomas Van Soren, A. M., D. D.	3	94	106	51	50		0
275 Western University of Pennsylvania	Allegheny City, Pa.	1819	1819	Non-sect.	Rev. Henry M. MacCracken, D. D.	4	138	0	57	81		0
276 Muhlenberg College	Allentown, Pa.	1867	1867	Evangel. Luth.	Rev. Benjamin Sadtler, D. D.	2	32			(20)	12	
277 Lebanon Valley College	Anncville, Pa.	1867	1866	United Breth.	Rev. D. D. DeLong, A. M., D. D.	2	69	24	11	27	45	
278 St. Vincent's College	Beatty, Pa.	1870	1846	R. C.	Rev. Hilary Pfingst, D. D., O. S. F., in director.							
279 Dickinson College	Carlisle, Pa.	1783	1783	M. E.	Rev. James Andrew McCauley, D. D.	2	38	1	25	14	0	
280 Pennsylvania Military Academy	Chester, Pa.	1862	1862	Non-sect.	Col. Theodore Hyatt, M. A.		57	0				
281 Lafayette College	Easton, Pa.	1846	1842	Presbyterian	Rev. James H. Mason Knox, D. D.	0	0	0	0	0	0	
282 Ursinus College	Freeland, Pa. (Collegeville P. O.)	1860	1870	Ref. German	Rev. J. H. A. Bonberger, D. D.	4	261	214				
283 Pennsylvania College	Gettysburg, Pa.	1832	1832	Evangel. Luth.	Rev. H. W. McKnight, D. D.	3	44	8	41			
284 Thiel College	Greenville, Pa.	1870	1870	Evangel. Luth.	Rev. H. W. Roth, A. M., D. D.	32	5	37	0	0	0	
285 Haverford College	Haverford College, Pa.	1832	1832	Episcopal	Thomas Chase, Litt. D., LL. D.	4	22					
286 Monacaola College	Jefferson, Pa.	1868	1868	Baptist	Charles S. Jones, Ph. D.	18	27	8	17	20	13	
287 Franklin and Marshall College	Lancaster, Pa.	1853	1853	Reformed	Rev. Thomas G. Apple, D. D.	3	38					
288 University at Lewisburg	Lewisburg, Pa.	1846	1847	Baptist	Rev. David J. Hall, LL. D.	(b)	82	(b)	(b)	(b)	(b)	
289 Lincoln University	Lincola University, Pa.	1854	1853	Non-sect.	Rev. Isaac N. Randall, D. D.	(b)	82	(b)	(b)	(b)	(b)	
290 St. Francis College	Loretto, Pa.	1858	1851	R. C.	Rev. Brother Angelus Laughlin, O. S. F.		88		10	10	50	
291 Allegheny College	Meadville, Pa.	1817	1815	M. E.	Rev. David H. Wheeler, D. D., LL. D.	3		(92)				
292 Westminster College	New Wilmington, Pa.	1852	1852	United Presb.	Rev. F. K. McClurkin, A. M., acting president.	1	40	30	43	23		

853	Lawrence University	Appleton, Wis	1847	1849	Meth. Epis.	Rev. Bradford P. Raymond, PH. D., D. D.	66	44	9	440	63
354	Beloit College	Beloit, Wis	1846	1847	Cong. & Presb	Rev. Aaron L. Chapin, D. D., LL. D.	3	157	85	37	35
355	Galesville University	Galesville, Wis	1854	1859	Presb.	Rev. J. Irwin Smith, D. D., vice president.	5	100	25	6	119
356	University of Wisconsin	Madison, Wis	1848	1849	Non-sect.	Rev. John Bascom, D. D., LL. D.	0	0	0	0	0
357	Milton College	Milton, Wis	1867	1867	7th Day Bapt.	Rev. Wm. C. Whitford, A. M., D. D.	4	129	76	14	55
358	Racine College	Racine, Wis	1852	1852	Prot. Epis	Rev. Albert Zabriske Gray, A. M., D. D.	9	97	0	68	f 29
359	Ripon College	Ripon, Wis	1851	1863	Cong. & Presb	Rev. Edward H. Merrell, A. M., D. D.	6	45	24	10	28
360	Northwestern University*	Watertown, Wis	1864	1865	Evang. Luth.	Rev. Augustus F. Ernst	1	9131	911	55	90
361	Presbyterian University of Southern Dakota	East Pierre, Dak	1883	1883	Presb.	Rev. Thomas M. Findley	e6	(32)	7	2	23
362	University of Dakota	Vermillion, Dak	1883	1883	Non-sect.	John Wesley Simonds, A. M		(h)	(h)	(h)	(h)
363	Columbian University	Washington, D. C	1821	1821	Non-sect.	James C. Walling, LL. D		(h)	(h)	(h)	(h)
364	Gonzaga College	Washington, D. C	1858	1848	R. C.	Rev. John J. Murphy, S. J		49			
365	Howard University	Washington, D. C	1867	1867	Non-sect.	Rev. Wm. W. Patton, D. D., LL. D	1		49		
366	National Deaf-mute College	Washington, D. C	1864	1864	Non-sect.	Edward M. Gallaudet, PH. D., LL. D		3(10)			
367	Georgetown College	West Washington, D. C	1815	1789	R. C.	Rev. James A. Doonan, S. J					
368	University of the Sacred Heart	Salt Lake City, Utah	1850	1850	Non-sect.	John K. Park, M. D	9	137	102		259
369	University of Washington Territory	Seattle, Wash. Ter	1861	1862	Non-sect.	L. J. Powell, A. M		c(157)			
370	Whitman College	Walla Walla, Wash. Ter	f 1859	1866	Cong.	A. J. Anderson, A. M., PH. D	5	83	45	7	29

* From Report of the Commissioner of Education for 1882-'83.

a Includes those in commercial department.

b Commercial students.

c Total for all departments.

d Including modern classical.

e From a return for the year ending December, 1882.

f In English course.

g Academic, normal, and preparatory departments.

h See Columbian College Preparatory School (Table VII).

i In introductory class.

j As a seminar; as a college in 1883.

k As a seminar; as a college in 1882.

TABLE IX.—*Statistics of universities and colleges for 1883-'84, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.		Collegiate department.																No. of faculty.	Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								No. of fellowships.	No. of years in collegiate course.	No. of weeks in scholastic year.
		No. of instruction.				No. of resident professors and instructors.	No. of endowed professors.				No. of graduate students.	Freshman.				Sophomore.				Junior.				Senior.				Freshman.	Sophomore.	Male.	Female.	Special or optional students.										
		No. of resident professors.	No. of resident instructors.	No. of endowed professors.	No. of endowed instructors.		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.						Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21</																						

TABLE IX.—*Statistics of universities and colleges for 1883-'84, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.		Collegiate department.																								No. of years in collegiate course.					
		Corps of instruction.			Whole number of students.	Students in classical course.								Students in scientific course.								No. of fellowships.	No. of scholarships.								
						Fresh-men.				Sophomore.				Junior.				Senior.						Special or optional students.							
						Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.						
1	No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professorships.	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	New Windsor College and Female Seminary.	9	7	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Western Maryland College	12	12	0	0	84	11	17	12	...	2	4	12	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Amherst College.	28	27	1	...	321	70	76	...	79	...	72	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Boston College.	17	13	4	0	97	31	0	26	0	20	0	16	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Eastern University (College of Liberal Arts).	17	16	1	...	101	11	21	4	10	7	7	15	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Harvard College.	58	...	...	415	61040	251	218	195	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tufts College.	14	11	0	...	83	18	16	17	15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Williams College.	17	15	2	...	273	65	61	74	54	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
College of the Holy Cross	17	...	...	...	93	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Adrian College	14	14	0	...	69	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Albion College*	11	11	0	0	58	15	6	2	3	5	3	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University of Michigan	41	41	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Battle Creek College*	15	11	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Traverso College*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hillsdale College	12	11	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hopewell College	6	6	0	0	24	6	2	7	0	4	2	0	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kalamazoo College.	7	10	1	...	94	12	23	12	7	19	5	14	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Olivet College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
St. John's College*	23	...	...	...	213	7	6	5	2	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hamilton University*	6	6	0	...	23	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Augsburg Seminary, Greek department	6	6	...	...	48	19	14	7	7	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University of Minnesota	21	29	1	0	147	19	17	10	7	6	14	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Carleton College	17	16	1	...	68	6	15	4	23	2	1	15	4	4	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mississippi College	6	6	0	0	74	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE IX. — *Statistics of universities and colleges for 1883-'84, &c.* — Continued.

NOTE. — For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Collegiate department.																										No. of years in collegiate course.												
	Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								No. of fellowships.																	
						Fresh-man.				Sophomore.				Junior.				Senior.					Fresh-man.					Sophomore.				Junior.				Senior.			
						Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Special or optional students.	No. of graduate students.						
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39												
277	Lebanon Valley College	10	10	0	0	36	6	1	1	0	3	0	6	0	6	4	3	2	0	2	2	2	0	0	0	4	40												
278	St. Vincent's College*	330	7	0	0	308	19	0	20	0	12	0	14	0	14	0	26	0	3	0	5	0	3	0	0	(6)	3, 4												
279	Dickinson College	12	12	0	0	84	90	81	43	36	34	37	d2		28	0	(c)	16	0	14	0	0	0	0	0	4	36												
280	Pennsylvania Military Academy	250	21	2	5	161	40	45	d3	d8	d2	d7	d2		(c)	(c)	(c)	(c)	(c)	(c)	(c)	1	7	0	0	4	37												
281	Lafayette College	251	5			39	28	26	26	17	18	17			40											4	40												
282	Ursinus College	252	8	1	5	100	28	5	9	5	10	6	1	0	0	0	0	0	0	0	0	0	0	0	0	4	39												
283	Pennsylvania College	253	8	1	5	100	28	5	9	5	10	6	1	0	0	0	0	0	0	0	0	0	0	0	0	41	4												
284	Thiel College	254	12	10	2	1	52	16	5	10	4	15	2	12	12	12	12	7	7	4	0	0	0	0	12	4	39												
285	Haverford College	255	5	5	0	1	80	8	18	1	0	4	1	0	12	6	0	0	0	2	0	2	0	0	0	4	37												
286	Monongahela College*	256	5	5	0	1	80	8	18	1	0	4	1	0	12	6	0	0	0	2	0	2	0	0	0	3, 4	38												
287	Franklin and Marshall College*	6	6	6	257	96	23	26	24	22	25	25	24	2	8	5	5	3	2	4	4	3	3	3	3	4	39												
288	University at Lewisburg	7	7	2	75	17	14	11	11	11	11	11	11	11	8	5	5	3	2	2	4	4	4	4	4	4	40												
289	Lincoln University*	9	9	100	35	8	7								12							e8				4	4												
290	St. Francis College	290	10	10	7	99	15	13	13	14	17	2	10	5	3	2	0	0	0	3	2	0	0	0	0	4	38												
291	Allegheny College	291	8	0	0	84	17	12	12	8	5				10											4	38												
292	Westminster College	292	8	0	0	42	17	12	12	8	5				10											4	42												
293	La Salle College	293	8	0	0	42	17	12	12	8	5				10											4	42												
294	St. Joseph's College*	294	f(31)	5	0	e143	46	30	30	30	29	0	0	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	e8	2	0	0	4	37												
295	University of Pennsylvania	295	8	2	5	37	15	0	10	0	10	0	0	0	(c)	(c)	(c)	(c)	(c)	(c)	(c)	2	0	0	0	5	40												
296	Catholic College of the Holy Ghost	296	14	22	1	e30	16	8	1	3	3	3	3	g5	21	0	7	0	2	0	4	0	5	1	4	41	41												
297	Lehigh University	297	17	15	2	0	83	1	g16	g2	g13	3	3	1	(c)	(c)	(c)	(c)	(c)	(c)	(c)	e2	(c)	1	4	40	41												
298	Swartmore College	298	14	10	4	0	83	1	g16	g2	g13	3	3	1	(c)	(c)	(c)	(c)	(c)	(c)	(c)	e2	(c)	1	4	40	41												
299	Augustinian College of Villanova*	299	10	11	0	111	d33	67	d45	d34	17	50	53	1	2	2	4	4	4	4	4	4	4	4	4	4	37												
300	Washington and Jefferson College	300	17	17	0	3	270	83	67	60	60	53	53	1	2	2	4	4	4	4	4	4	4	4	4	4	37												
301	Brown University*	301	17	17	0	3	270	83	67	60	60	53	53	1	2	2	4	4	4	4	4	4	4	4	4	4	37												
302	College of Charleston	302	5	5	7	17	11	11	11	11	11	11	11	1	2	2	4	4	4	4	4	4	4	4	4	4	38												

TABLE IX.—*Statistics of universities and colleges for 1883-'84, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Collegiate department.																											No. of years in collegiate course.	No. of weeks in scholastic year.		
	Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.																	
	No. of faculty.	No. of resident professors and instructors.		No. of non-resident professors and lecturers.		No. of endowed professorships.	Fresh-man.				Sophomore.				Junior.				Senior.				Special or optional students.	No. of fellowships.	No. of scholarships.						
		No. of resident professors.	No. of resident instructors.				No. of non-resident professors.	No. of endowed professorships.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				Male.	Female.			Male.	Female.
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
Middlebury College.....	8	7	1	e2	43	10	8	7		8		9										6				4	38	36	36		
Randolph Macon College.....	6	8			109	15		20		14		7								2							(b)	40	40	40	
Emory and Henry College*	5	5	0		58	22		24		c15		c9										2		0	0		4	40	40	40	
Hampden Sidney College.....	6	6	0		72	22		24		c15		c9										2		0	0		4	40	40	40	
Washington and Lee University.....	9	14	1	5	145																	4		1	11	(b)	39	36	36	36	
Richmond College.....	7	7		1	139																						(b)	36	36	36	
Roanoke College.....	10	8	2		105	e25		c21		c24		c7										d28				4	38	38	38	38	
University of Virginia.....	e27				175																						(b)	40	40	40	
Bethany College.....	5	5		0	98	10	5	11	4	9		10	1	7	3	6						f18					4	38	36	36	
West Virginia University.....	10	10	0	0	112	4	1	2	2	1	2	1	0	g6	g5	g4									0	0	4	38	40	40	
Lawrence University.....	7	10	0	2	52	72	18	14	4	10	11														0	0	4	39	40	40	
Beloit College.....	9	9		h5	7	10																					4	40	40	40	
Galesville University.....	5	5	9	1	9	9																					4	40	40	40	
University of Wisconsin.....	31	31	0	0	312	12	8	15	7	13	8	22	7	37	8	21	2	23	4	20	3	97	5	0	10	4	40	38	38	38	
Milton College.....	7	7			66	10	4	5	2	6																	4	39	39	39	
Racine College.....	7				30	3	0	2	0	2	0	5	0	9	0	3	0		0	1	0	5	4				4	39	39	39	
Ripon College.....	13	13	0	1	59	2	0	2	0	2	0	2	1	8	9	12	11	2	2	1	1	2	0	0	2		4	40	40	40	
Northwestern University.....	6	6			31	15		3		6		7															4	40	40	40	
Presbyterian University of Southern Dakota.....					4																						7	40	40	40	
University of Dakota.....	7				e96																						4	39	39	39	
Columbian University.....	11				40																						4	38	38	38	
Gonzaga College.....	8	7	2	0	144	50		60		34		3													3		7	38	38	38	
Howard University.....	6	6			18	5		4		5																	4	33	33	33	
National Deaf-Mute College.....	9	9	0	0	24	9		6		5		4										1		0	0		5	40	40	40	

	June 24. June 17.	June 18.	June 27. June 28. June.	June 17. June. June 21. June 12. June 24. June 10. June 25. June 18. June 7.	June 25. June 16. June 6. June 4. June 24. June 11. June 18. June 19. June 16. June 11. June 13.	June 7. June 9. June 18. June 10. June. June 30. June 25.
26 Yale College.....	115,000	8,025	23,000	25,000	23,000	25,000
27 Delaware College.....	3,000	1,000	2,000	2,000	2,000	2,000
28 University of Florida.....						
29 University of Georgia.....						
30 Atlanta University.....						
31 Clark University.....	1,800	300	100,000	100,000	100,000	100,000
32 Mercer University.....	5,000	100	120,000	120,000	120,000	120,000
33 Pro Mono College.....	4,000	2,200	40,000	40,000	40,000	40,000
34 Emory College.....	1,000	500	100,000	100,000	100,000	100,000
35 Abingdon College.....	1,000	20	50,000	50,000	50,000	50,000
36 Heddington College.....	4,000	500	125,000	125,000	125,000	125,000
37 Illinois Wesleyan University.....	2,500	1,000	90,000	90,000	90,000	90,000
38 St. Viator's College.....	3,000	1,200	80,000	80,000	80,000	80,000
39 Blackburn University.....	3,000	155	2,000	2,000	2,000	2,000
40 St. Ignatius College.....	8,000	350	217,000	217,000	217,000	217,000
41 University of Chicago.....	*10,000		150,000	150,000	150,000	150,000
42 Eureka College.....	3,000	500	50,000	50,000	50,000	50,000
43 Northwestern University.....	25,000	8,000	284,500	284,500	284,500	284,500
44 Ewing College.....	25,500		11,000	11,000	11,000	11,000
45 German-English College.....	750	150	1,800	1,800	1,800	1,800
46 Knox College.....	66,800	9,175	919,900	919,900	919,900	919,900
47 Lombard University.....	94,650	9,400	916,900	916,900	916,900	916,900
48 Irvington College.....	1,200	250	6,500	6,500	6,500	6,500
49 Illinois College.....	9,000	100	125,000	125,000	125,000	125,000
50 Lake Forest University.....	4,500	300	300,000	300,000	300,000	300,000
51 McKendree College.....	5,000	20	62,500	62,500	62,500	62,500
52 Lincoln University.....	2,500	500	60,000	60,000	60,000	60,000
53 Monmouth College.....	(30,000)		67,000	67,000	67,000	67,000
54 Mt. Morris College.....	1,500	100	30,000	30,000	30,000	30,000
55 Northwestern College.....			52,000	52,000	52,000	52,000
56 Chadock College.....	1,568		80,000	80,000	80,000	80,000
57 St. Francis Solanus College.....	47,005	412	39,600	39,600	39,600	39,600
58 Augustana College.....	2,500	5,150	52,000	52,000	52,000	52,000
59 St. Joseph's Diocesan College.....	7,076	4,309	40,000	40,000	40,000	40,000
60 Shurtleff College.....	(9)	105	30,000	30,000	30,000	30,000
61 Illinois Industrial University.....	2,000	(c)	66,243	66,243	66,243	66,243
62 Westfield College.....	1,000	10	22,000	22,000	22,000	22,000
63 Wheaton College.....	2,000	300	80,000	80,000	80,000	80,000
64 The Indiana University.....	1,531	300	180,000	180,000	180,000	180,000
65 Wabash College.....	21,000	1,501	130,000	130,000	130,000	130,000
66 Concordia College.....	5,000	1,300	200,000	200,000	200,000	200,000
67 Franklin College.....	4,000	500	100,000	100,000	100,000	100,000
68 De Pauw (late Asbury) University.....	10,000	275	45,000	45,000	45,000	45,000

* Report of the Commissioner of Education for 1882-83.

^a Board and tuition.

^b Free in all departments of college proper; \$30 in preparatory department.

^c See Table X, Part I.

^d Average charge.

^e For incidentals; tuition is free.

^f Also \$100,000 in unproductive lands.

^g Estimated.

^h Tuition and incidentals.

ⁱ University, academical, and art school ending July.

^j This financial statement is for the year ending July 31, 1883.

^k Current income of the academical department only.

^l This appropriation was continued in 1883.

^m Also unproductive funds amounted to \$820,000.

ⁿ Value of grounds and buildings.

^o In 1882.

^p Includes value of furniture.

^q Income from all sources other than tuition.

^r Including \$16,700 income from other sources.

^s Including 2,365 volumes, theological works, properly belonging to the Augustana Theological Seminary.

^t To those not preparing for the ministry.

TABLE IX.—*Statistics of universities and colleges for 1883-'84, &c.—Continued.*

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.						Date of next commencement.
			College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
Hanover College.....	\$0	\$531	5,000	.....	200	2,000	\$100,000	\$20,000	\$1,000	\$800	.....	.....	June 18.
Hartsville College.....	24	21-3	1,000	300	50	.....	20,000	80,000	.....	3,000	.....	.....	June 11.
Butler University.....	27	21 ⁶ -41	2,800	200	100	1,200	100,000	12,000	12,000	62,000	.....	.....	June 19.
Union Christian College.....	6	2	650	100	75	.....	35,000	56,000	3,000	2,925	.....	.....	June.
Moore's Hill College.....	24, 30	3	500	200	50	400	25,000	10,000	600	.....	.....	.....	June.
University of Notre Dame.....	\$300	.....	17,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	June.
Earlham College.....	85	31	3,166	.....	.....	1,774	75,000	55,400	4,458	10,165	.....	.....	June 24.
Ridgeville College.....	18	2	2,241	150	15	.....	20,000	20,000	1,200	300	.....	.....	June 28.
St. Meinrad's College*.....	30	5	7,000	.....	.....	2,000	.....	.....	.....	.....	.....	.....	June.
St. Bonaventure's College*.....	.....	.....	1,736	368	.....	.....	.....	.....	.....	.....	.....	.....	June 11.
Amity College.....	15-21	21-3	350	200	22	.....	30,000	40,000	3,000	1,250	.....	.....	June.
Griswold College.....	46	21-5	7,000	600	.....	.....	*150,000	*55,000	*2,300	300	.....	*\$5,500	June.
Norwegian Luther College.....	\$10, 20	12	4,000	.....	.....	1,000	110,000	6,000	282	1,058	\$0	6	June 20.
Drake University.....	30	43	1,500	200	600	50	60,000	60,000	3,200	76,000	0	.....	June 11.
University of Des Moines.....	20	2	.....	.....	.....	.....	50,000	50,000	.....	.....	.....	.....	June 13.
St. Joseph's College.....	\$190	.....	1,000	.....	200	.....	60,000	.....	.....	9,000	.....	.....	June 21.
Parsons College.....	38	21-4	2,000	.....	50	.....	50,000	33,000	2,500	.....	0	0	June 10.
Upper Iowa University.....	33	21-3	2,000	1,000	150	700	50,000	10,000	2,800	5,000	0	12,000	June 11.
Iowa College.....	24, 28	21-5	6,000	1,000	1,000	.....	100,000	145,000	12,800	3,500	0	.....	June.
Simpson Centenary College.....	24, 30	14-4	1,280	450	40	100	25,000	40,000	2,311	4,731	.....	.....	June 24.
State University of Iowa.....	\$25	21-5	16,000	2,000	1,000	.....	350,000	212,000	16,000	16,000	24,000	0	June.
German College.....	18	1-85	275	150	25	275	15,000	20,000	1,600	1,500	.....	.....	June 11.
Iowa Wesleyan University*.....	27	21-44	1,800	300	.....	1,000	45,000	50,000	4,000	2,350	0	0	June 21.
Cornell College.....	18	21-31	6,000	1,000	50	2,000	150,000	50,000	4,000	12,000	0	.....	June 25.
Oskaloosa College.....	30	1-31	2,000	1,500	150	300	40,000	12,000	800	1,700	.....	.....	June 18.

94	Penn College	34	34-34	1,200	100	25	400	35,000	54,748	3,847	3,200	0	0	June 24.
95	Central University of Iowa	21-24	21-3	3,050	400	50	50	25,500	39,000	1,724	2,356	5,000	0	June 10.
96	Tabor College	25-33	25-3	5,025	400	12	50	25,000	2,000	1,161	2,037	0	0	June 8-11.
97	Western College	25-33	25-3	1,100	500	300	1,000	7,500	4,500	300	3,500	0	0	June 25.
98	St. Benedict's College	25-33	25-3	6,250	1,100	250	1,100	30,000	4,000	350	2,876	0	0	June 10.
99	Baker University	10	3-34	1,600	1,200	50	600	25,000	4,000	9,000	29,825	0	0	June 11.
100	Highland University	25-36	25-34	6,450	1,200	450	600	265,000	20,000	31,000	1,000	0	0	June 13.
101	University of Kansas	34	34-4	5,000	1,200	50	0	60,000	(6)	8,000	4,000	0	0	June 10.
102	Lane University*	10	3-4	400	50	51	0	20,000	100,000	5,802	1,352	0	0	June 3.
103	Ottawa University	25,30	2-4	8,600	400	100	2,350	100,000	106,000	7,000	65,000	0	0	June 11.
104	St. Mary's College	30	24-4	5,000	300	200	150	75,000	106,000	14,540	3,000	0	0	June 4.
105	Washington College	106	24-4	3,500	100	100	0	80,000	125,000	11,953	2,995	0	0	June 8.
106	St. Joseph's College	205	10-13	3,500	50	21	0	93,000	189,400	0	10,000	0	0	June 4.
107	Berea College	107	11-3	1,500	100	20	0	30,000	80,000	6,000	3,000	0	0	June 4.
108	Ogden College	40	21-3	1,000	100	20	0	30,000	211,243	14,540	3,000	0	0	June 11.
109	Cecilian College*	40	4-44	4,956	100	110	63,000	70,500	45,000	2,500	3,000	0	0	June 7.
110	Centre College	45	9-5	2,000	1,500	0	1,200	123,000	80,000	14,540	3,000	0	0	June 11.
111	Emmence College	50	34	4,000	1,500	0	3,000	100,000	211,243	14,540	3,000	0	0	June 11.
112	Kentucky Military Institute	100	5	4,000	1,500	0	1,200	123,000	80,000	14,540	3,000	0	0	June 11.
113	Georgetown College	50	3-4	8,000	1,500	0	3,000	100,000	211,243	14,540	3,000	0	0	June 11.
114	South Kentucky College*	55	34	12,884	974	468	1,888	130,000	45,000	2,500	3,000	0	0	June 11.
115	Kennedy University	2	21-44	1,000	400	50	600	40,000	318,313	14,556	10,000	0	0	June 10.
116	Kentucky Wesleyan College	40	3-4	1,000	400	50	600	30,000	318,313	14,556	10,000	0	0	June 10.
117	Kentucky Classical and Business College	440	34	17,000	3,500	0	50	300,000	318,313	14,556	10,000	0	0	June 10.
118	Central University	60	21-4	4,500	1,000	63	300	125,000	125,000	6,000	4,800	1,800	0	June 10.
119	Bethel College	50	34	7,000	2,000	23	700	73,000	60,000	3,600	3,970	0	0	June 11.
120	St. Mary's College	40	34	2,000	500	0	600	50,000	60,000	3,600	3,970	0	0	June 11.
121	Louisiana State University and Agricultural and Mechanical College	0	5	17,000	3,500	0	50	300,000	318,313	14,556	10,000	0	0	July 4.
122	St. Charles College	e250	24-4	6,000	1,000	600	2,000	50,000	60,000	3,600	3,970	0	0	July 6.
123	Centenary College of Louisiana*	40,60	24-4	2,000	500	0	600	75,000	60,000	3,600	3,970	0	0	July 6.
124	College of the Immaculate Conception	8	13	500	100	78	0	2,000	0	0	1,001	0	0	May.
125	Leland University	8	13	500	100	78	0	2,000	0	0	1,001	0	0	May.
126	New Orleans University	8	24	78	100	78	0	2,000	0	0	1,001	0	0	May.
127	Southern University	0	2-24	78	100	78	0	2,000	0	0	1,001	0	0	May.
128	Straight University	8	3	500	200	50	50	80,000	10,000	10,000	10,000	0	0	May.
129	University of Louisiana*	45,50	8	7,000	1,000	500	500	130,000	10,000	10,000	10,000	0	0	May.
130	Jefferson College (St. Mary's)*	6290	24-4	5,000	1,000	500	500	50,000	10,000	10,000	10,000	0	0	May.
131	Bowdoin College	75	24-4	8,050	1,000	471	1,600	150,000	295,062	20,245	13,013	0	0	July 17.
132	Bates College	36	2-5	8,050	1,000	777	1,600	150,000	157,037	13,519	3,865	0	0	June 25.
133	Colby University	45	3	19,000	9,000	350	850	150,000	283,600	12,119	4,542	76,000	0	July 2.

* From Report of the Commissioner of Education for 1892-93.

a Average charge.

b Tuition and incidentals.

c Board and tuition.

d In preparatory department; free in collegiate department.

e Exclusive of outside real estate.

f Estimated receipts for tuition in all departments.

g Two students from each county pay only the incidental fee of \$10 a year.

h Contingent fees.

i A farm of 640 acres.

j From farm.

k To students of Kentucky; to others, \$30.

l Estimated.

m Matriculation fees and room rent.

n These statistics are for the year ending June 1884; by act of the general assembly at the regular session of 1884, the university became The Tulane University of Louisiana.

TABLE IX.—*Statistics of universities and colleges for 1883-'84, &c.—Continued.*

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Value of grounds, buildings, and apparatus.	Property, income, &c.					Date of next commencement.
			College library.			Number of volumes in society		Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
St. John's College.....	\$40-90	\$5	6,000	---	25	350	\$120,000	\$0	\$0	\$1,117	\$15,700	\$0	June 25
Johns Hopkins University.....	80	45½	21,600	---	---	---	159,000	3,000,000	227,000	6,541	---	---	June 12
Loyola College.....	60	---	12,000	---	50	---	100,000	---	---	---	---	---	June 24
Washington College*.....	40-60	4	5,000	---	---	---	40,500	27,600	1,794	700	5,375	---	July 11.
Rock Hill College.....	29-30	---	5,300	450	---	2,100	---	---	---	---	---	---	June 29
St. Ann's College.....	21-30	---	9,000	---	---	740	---	---	---	---	---	---	June 26
Mt. St. Mary's College.....	23-30	---	1,000	---	---	---	---	---	---	---	---	---	June 15.
St. Joseph College.....	23-30	---	10,000	1,000	---	---	15,000	---	---	30,000	0	0	June 29
St. Patrick College.....	25-60	---	2,500	---	---	---	50,000	---	---	2,246	800	---	June 26
New Windsor College and Female Seminary*.....	45	4	3,000	500	---	---	50,000	---	---	---	---	---	June 15.
Western Maryland College.....	60	4	3,000	---	---	1,000	35,000	0	0	4,671	5,200	61,090	June 25
Amherst College.....	100	3-5	37,051	---	2,165	5,855	486,000	700,000	40,000	---	---	180,000	June 1.
Boston College.....	60	---	24,000	5,000	1,200	4,000	*300,000	404,509	---	---	0	---	June 1.
Boston University (College of Liberal Arts).....	100	---	---	---	---	---	775,027	---	---	---	---	---	June 1.
Harvard College.....	150	3½-5½	210,500	2210,500	8,500	223,900	---	f4,623,195	9257,992	138,338	0	349,704	June 25.
Tufts College.....	100	3½	20,000	7,000	---	---	300,000	700,000	40,000	2,500	0	30,000	June 17.
Williams College.....	90	3-6	21,000	---	500	9,000	400,000	422,000	26,600	21,600	---	130,000	June 17.
College of the Holy Cross.....	60	---	---	---	---	---	---	---	---	---	---	---	June 25.
Adrian College*.....	151	2	3,500	1,500	150	1,200	125,000	80,000	5,000	74,500	---	---	June 25.
Albion College*.....	152	2	3,500	3,000	---	---	75,000	170,000	11,000	76,250	0	0	June 20.
University of Michigan.....	153	2½	44,880	10,020	6,754	---	812,984	544,152	38,410	56,628	f66,200	0	June 25.
Battle Creek College*.....	154	2	---	---	---	---	---	---	---	---	---	---	June 25.
Grand Traverse College*.....	155	2	300	---	---	0	10,000	10,000	750	300	0	---	June 25.
Hillsdale College.....	156	2½	7,200	---	205	---	80,000	135,000	7,444	2,966	---	---	June 18

	\$15	21-23	6,235	6,200	310	0	45,000	77,313	48,384	\$1,500	June 24.
157 Hope College.....	21-23	21-23	3,250	1,020	125	1,200	100,000	55,437	15,000	1,735	June 17.
158 Kalamazoo College.....	18	21-23	12,000	14,000	160	600	133,000	131,228	0	2,707	June 18.
159 Olivet College.....	24-30	21-23	3,800				48,890			m20,000	
160 St. John's College*			2,000		500	0	102,200	84,070	0	3,000	June 14.
161 Haulsburg University*	30	21-23					40,000				May 7.
162 Augsbury Seminary, Greek department.*	25	1-1									
163 University of Minnesota.....	0	3-6	15,000	5,000	520	0	245,000	650,000	35,000	23,000	June 4.
164 Carleton College.....	24	21-23	5,237	1,000	1,180	800	179,675	141,960	8,564	9,422	June 18.
165 Mississippi College.....	60	21-23	1,800	500	75	2,000	40,000	7,000	0	4,100	June 23.
166 Rust University.....	9	21-23	1,000	500	600	25	40,000	7,000	0	876	June.
167 University of Mississippi.....	21-23	21-23	8,000				400,000		32,643	23,000	June 25.
168 Northwest Baptist College.....	30	21-23	300	350			40,000		0	5,000	June 3.
169 Christian University.....	40	3-31							300	2,500	June 4.
170 St. Vincent's College*	6225		5,000	500	50	400					June 4.
171 University of the State of Missouri.	20	21-23	13,557	13,409	826	699	1,000,000	510,000	30,000	n127,640	June 5.
172 Grand River College.....	33	21-23	3,600	350			80,000	10,000	8,000	5,400	June 7-10.
173 Central College.....	40-50	21-23	600	300	583		630,000	95,307	0	22,000	
174 Westminster College.....	420		5,000	500			50,000	50,000	3,750	3,600	June 6.
175 Lewis College*	35	3-31	25,000	5,000		0	30,000				June 10.
176 Princeton School Institute.....	40	3-31	1,600				30,000				May 8.
177 La Grange College*	16-50	3-31	25,000				50,000		6,000	3,600	June.
178 William Jewell College.....	40	21-4	3,800	100	100	120	9,000	122,000	0	2,880	June 10.
179 Morrisville College.....	20-40	21-23	250	100			10,000	0	0	4,000	June.
180 Paynesville Institute.....	15-45	31	0	0	0						
181 College of the Christian Brothers*											
182 St. Louis University.....	60		230,000	500	100	27,000	250,000	0	0	12,000	June 14.
183 Washington University*	100	4-8	6,000	500		300	750,000	250,000	20,000	70,000	
184 Sedalia University.....	30	33-43	0				125,000	50,000	4,000	3,000	June 18.
185 Drury College.....	48		16,500	17,000	1,000		10,000	600	0	1,500	June 11.
186 Stowartsville College.....	25-50	3	300	50	25		45,000	37,000	2,400	3,373	June 11.
187 Central Wesleyan College.....	22-36	21-23	3,200	200	200	0	50,000	40,000	8,000	2,000	June 25.
188 Doane College.....	14-21	14-3	2,500	500	500		5,000	6,000	360	722	June 20.
189 Nebraska Wesleyan University.....	21-27	21-4	387		300		200,000				June 10.
190 University of Nebraska.....	21-27	21-4	5,000	500	50	250	12,000		4,142	0	June 4.
191 Nebraska College.....	45	8	1,200				100,000	600,000	30,000	14,000	June 27.
192 Creighton College*	90	3	55,000		400		750,000	1,389,000	71,500	16,410	June 22.
193 Dartmouth College.....	60										June 17.
194 St. Benedict's College*	75										
195 Rutgers College.....	3-5		65,000								
196 College of New Jersey.....	75	23-7	3,000			17,000	60,000				
197 Seton Hall College*	75										

* From Report of the Commissioner of Education for 1882-'83.

a Average charge.

b Board and tuition.

c For tuition of county scholars.

d Estimated.

e Librarians of observatory, herbarium, Peabody Museum, and Museum of Comparative Zoölogy.

f For all departments of the university, the college funds alone being \$1,203,906.

g College receipts from all sources.

h Includes incidentals.

i Incidental fees.

j Regular appropriation, \$40,500; special, \$25,700.

k Includes \$4,470 from churches.

l \$14,000 are unproductive funds.

m Total income from all sources.

n Includes special appropriation of \$100,000 for building purposes.

o Includes value of library.

p Public library.

q Matriculation fee.

221	University of the City of New York*	0	4, 116	48	1, 300	329, 000	185, 000	12, 350	0	5, 000	June 21.
222	Yassar College.....	100	13, 985	273	716, 507	435, 148	14, 715	6, 212, 249	0	64, 000	June.
223	University of Rochester.....	175	21, 360	1, 190	438, 807	442, 757	26, 000	11, 071	0	110, 500	June 17.
224	Union College.....	120	6, 000	200	400, 000	400, 000	41, 139, 031	43, 519	0	410, 317	June 24.
225	Syracuse University.....	650	9, 892	3, 139	271, 000	271, 000	250, 000	793, 000	0	36, 000	June 24.
226	Syracuse University.....	60	3, 500	250	16, 000	258, 500	131, 000	18, 838	0	10, 000	June 24.
227	University of North Carolina.....	785	8, 500	2, 500	500	70, 000	12, 000	7, 750	5, 000	5, 000	June 4.
228	Biddle University.....	70	3, 000	500	6, 000	123, 000	85, 000	6, 000	0	6, 300	June 3.
229	Dartmouth College*.....	30-40	41, 100	100	41, 000	15, 000	0	0	0	4800	June 21.
230	North Carolina College.....	130-2	3, 000	500	0	80, 000	0	0	0	0	May 27.
231	Shaw University.....	8	3, 000	500	0	5, 000	0	0	0	0	May 27.
232	Rutherford College.....	20-40	8, 500	1, 000	0	40, 000	101, 500	7, 000	0	0	June 11.
233	Tuinity College.....	53	8, 500	500	0	37, 000	10, 000	1, 200	0	0	June.
234	Wake Forest College.....	260	21	500	0	172, 234	228, 278	14, 918	0	37, 000	June 25.
235	Weaver College.....	32	41, 000	500	0	100, 000	20, 000	1, 000	0	0	June 17.
236	Ducliet College.....	40	6, 500	500	0	100, 000	125, 600	7, 500	0	0	June 24.
237	Ashtand College.....	32	2, 400	300	800	54, 000	50, 000	2, 500	0	0	June 18.
238	Ohio University.....	18, 30	1, 200	500	100	35, 000	30, 000	1, 800	0	0	June 17.
239	Baldwin University.....	18	10, 000	800	0	100, 000	0	0	0	0	June 1.
240	German Wallace College.....	6-9	15, 000	200	3, 000	320, 000	630, 000	36, 000	0	0	June.
241	Hebrew Union College.....	0	11, 000	0	0	20, 000	63, 000	4, 000	0	0	June 14.
242	St. Joseph's College.....	30-60	500	60	2, 000	60, 000	250, 000	15, 300	0	0	June.
243	St. Xavier College.....	90	4, 000	0	0	275, 000	308, 000	16, 217	0	0	June 24.
244	University of Cincinnati*.....	30	12, 130	500	150	230, 000	250, 000	2, 854	0	0	June 18.
245	Adelbert College of Western Reserve University.....	3	20, 000	0	0	100, 000	300, 000	3, 000	0	0	June 36.
246	Belmont College*.....	3	14, 000	4, 000	4, 000	100, 000	50, 000	5, 769	0	0	June 11.
247	Capital University.....	40	17, 300	7, 100	12, 700	130, 000	14, 000	800	0	0	June 27.
248	Ohio State University.....	0	6, 000	3, 000	3, 000	3, 000	32, 000	1, 800	0	0	June 27.
249	Ohio Wesleyan University.....	29	1, 000	6, 000	15, 000	15, 000	322, 467	23, 745	0	0	June 24.
250	Kenyon College.....	75	1, 000	0	0	3, 000	0	1, 200	0	0	June 14.
251	Denison University.....	34	1, 000	0	0	3, 000	0	2, 500	0	0	June 17.
252	Hiram College.....	30	1, 000	0	0	3, 000	0	2, 500	0	0	June 24.
253	Marquette College*.....	45	1, 000	0	0	3, 000	0	2, 500	0	0	June 18.
254	Mt. Union College*.....	30	1, 000	0	0	3, 000	0	2, 500	0	0	June 17.
255	Franklin College*.....	40	1, 000	0	0	3, 000	0	2, 500	0	0	June.
256	Muskingum College.....	27, 33	16, 000	0	0	3, 000	0	2, 500	0	0	June.
257	Oberlin College.....	27, 33	16, 000	0	0	3, 000	0	2, 500	0	0	June.
258	Richmond College*.....	33	252	29	0	35, 000	0	0	0	0	June 14.
259	Rio Grande College*.....	24	252	29	0	35, 000	0	0	0	0	June 7.

* From Report of the Commissioner of Education for 1887-88.

a Value of grounds and buildings.

b Board and tuition.

c Charge for board and incidentals a year.

d Estimated.

e From salaries of brothers in parish schools.

f Includes value of furniture.

g Value of grounds, buildings, and furniture.

h Income from all sources other than tuition.

i City appropriation.

j Scholarship and prize funds.

k In 1882.

l Summary of gratuities from April, 1883, to April, 1884.

m Includes income from other sources.

n Includes incidentals.

o But one term of twenty weeks taught during the scholastic year 1882-84.

p Except to ministers.

q To residents; to non-residents, \$60.

r See Table X, Part I.

	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22-23	24-25	26-27	28-29	30-31	32-33	34-35	36-37	38-39	40-41	42-43	44-45	46-47	48-49	50-51	52-53	54-55	56-57	58-59	60-61	62-63	64-65	66-67	68-69	70-71	72-73	74-75	76-77	78-79	80-81	82-83	84-85	86-87	88-89	90-91	92-93	94-95	96-97	98-99	100-101	102-103	104-105	106-107	108-109	110-111	112-113	114-115	116-117	118-119	120-121	122-123	124-125	126-127	128-129	130-131	132-133	134-135	136-137	138-139	140-141	142-143	144-145	146-147	148-149	150-151	152-153	154-155	156-157	158-159	160-161	162-163	164-165	166-167	168-169	170-171	172-173	174-175	176-177	178-179	180-181	182-183	184-185	186-187	188-189	190-191	192-193	194-195	196-197	198-199	200-201	202-203	204-205	206-207	208-209	210-211	212-213	214-215	216-217	218-219	220-221	222-223	224-225	226-227	228-229	230-231	232-233	234-235	236-237	238-239	240-241	242-243	244-245	246-247	248-249	250-251	252-253	254-255	256-257	258-259	260-261	262-263	264-265	266-267	268-269	270-271	272-273	274-275	276-277	278-279	280-281	282-283	284-285	286-287	288-289	290-291	292-293	294-295	296-297	298-299	300-301	302-303	304-305	306-307	308-309	310-311	312-313	314-315	316-317	318-319	320-321	322-323	324-325	326-327	328-329	330-331	332-333	334-335	336-337	338-339	340-341	342-343	344-345	346-347	348-349	350-351	352-353	354-355	356-357	358-359	360-361	362-363	364-365	366-367	368-369	370-371	372-373	374-375	376-377	378-379	380-381	382-383	384-385	386-387	388-389	390-391	392-393	394-395	396-397	398-399	400-401	402-403	404-405	406-407	408-409	410-411	412-413	414-415	416-417	418-419	420-421	422-423	424-425	426-427	428-429	430-431	432-433	434-435	436-437	438-439	440-441	442-443	444-445	446-447	448-449	450-451	452-453	454-455	456-457	458-459	460-461	462-463	464-465	466-467	468-469	470-471	472-473	474-475	476-477	478-479	480-481	482-483	484-485	486-487	488-489	490-491	492-493	494-495	496-497	498-499	500-501	502-503	504-505	506-507	508-509	510-511	512-513	514-515	516-517	518-519	520-521	522-523	524-525	526-527	528-529	530-531	532-533	534-535	536-537	538-539	540-541	542-543	544-545	546-547	548-549	550-551	552-553	554-555	556-557	558-559	560-561	562-563	564-565	566-567	568-569	570-571	572-573	574-575	576-577	578-579	580-581	582-583	584-585	586-587	588-589	590-591	592-593	594-595	596-597	598-599	600-601	602-603	604-605	606-607	608-609	610-611	612-613	614-615	616-617	618-619	620-621	622-623	624-625	626-627	628-629	630-631	632-633	634-635	636-637	638-639	640-641	642-643	644-645	646-647	648-649	650-651	652-653	654-655	656-657	658-659	660-661	662-663	664-665	666-667	668-669	670-671	672-673	674-675	676-677	678-679	680-681	682-683	684-685	686-687	688-689	690-691	692-693	694-695	696-697	698-699	700-701	702-703	704-705	706-707	708-709	710-711	712-713	714-715	716-717	718-719	720-721	722-723	724-725	726-727	728-729	730-731	732-733	734-735	736-737	738-739	740-741	742-743	744-745	746-747	748-749	750-751	752-753	754-755	756-757	758-759	760-761	762-763	764-765	766-767	768-769	770-771	772-773	774-775	776-777	778-779	780-781	782-783	784-785	786-787	788-789	790-791	792-793	794-795	796-797	798-799	800-801	802-803	804-805	806-807	808-809	810-811	812-813	814-815	816-817	818-819	820-821	822-823	824-825	826-827	828-829	830-831	832-833	834-835	836-837	838-839	840-841	842-843	844-845	846-847	848-849	850-851	852-853	854-855	856-857	858-859	860-861	862-863	864-865	866-867	868-869	870-871	872-873	874-875	876-877	878-879	880-881	882-883	884-885	886-887	888-889	890-891	892-893	894-895	896-897	898-899	900-901	902-903	904-905	906-907	908-909	910-911	912-913	914-915	916-917	918-919	920-921	922-923	924-925	926-927	928-929	930-931	932-933	934-935	936-937	938-939	940-941	942-943	944-945	946-947	948-949	950-951	952-953	954-955	956-957	958-959	960-961	962-963	964-965	966-967	968-969	970-971	972-973	974-975	976-977	978-979	980-981	982-983	984-985	986-987	988-989	990-991	992-993	994-995	996-997	998-999	1000-1001	1002-1003	1004-1005	1006-1007	1008-1009	1010-1011	1012-1013	1014-1015	1016-1017	1018-1019	1020-1021	1022-1023	1024-1025	1026-1027	1028-1029	1030-1031	1032-1033	1034-1035	1036-1037	1038-1039	1040-1041	1042-1043	1044-1045	1046-1047	1048-1049	1050-1051	1052-1053	1054-1055	1056-1057	1058-1059	1060-1061	1062-1063	1064-1065	1066-1067	1068-1069	1070-1071	1072-1073	1074-1075	1076-1077	1078-1079	1080-1081	1082-1083	1084-1085	1086-1087	1088-1089	1090-1091	1092-1093	1094-1095	1096-1097	1098-1099	1100-1101	1102-1103	1104-1105	1106-1107	1108-1109	1110-1111	1112-1113	1114-1115	1116-1117	1118-1119	1120-1121	1122-1123	1124-1125	1126-1127	1128-1129	1130-1131	1132-1133	1134-1135	1136-1137	1138-1139	1140-1141	1142-1143	1144-1145	1146-1147	1148-1149	1150-1151	1152-1153	1154-1155	1156-1157	1158-1159	1160-1161	1162-1163	1164-1165	1166-1167	1168-1169	1170-1171	1172-1173	1174-1175	1176-1177	1178-1179	1180-1181	1182-1183	1184-1185	1186-1187	1188-1189	1190-1191	1192-1193	1194-1195	1196-1197	1198-1199	1200-1201	1202-1203	1204-1205	1206-1207	1208-1209	1210-1211	1212-1213	1214-1215	1216-1217	1218-1219	1220-1221	1222-1223	1224-1225	1226-1227	1228-1229	1230-1231	1232-1233	1234-1235	1236-1237	1238-1239	1240-1241	1242-1243	1244-1245	1246-1247	1248-1249	1250-1251	1252-1253	1254-1255	1256-1257	1258-1259	1260-1261	1262-1263	1264-1265	1266-1267	1268-1269	1270-1271	1272-1273	1274-1275	1276-1277	1278-1279	1280-1281	1282-1283	1284-1285	1286-1287	1288-1289	1290-1291	1292-1293	1294-1295	1296-1297	1298-1299	1300-1301	1302-1303	1304-1305	1306-1307	1308-1309	1310-1311	1312-1313	1314-1315	1316-1317	1318-1319	1320-1321	1322-1323	1324-1325	1326-1327	1328-1329	1330-1331	1332-1333	1334-1335	1336-1337	1338-1339	1340-1341	1342-1343	1344-1345	1346-1347	1348-1349	1350-1351	1352-1353	1354-1355	1356-1357	1358-1359	1360-1361	1362-1363	1364-1365	1366-1367	1368-1369	1370-1371	1372-1373	1374-1375	1376-1377	1378-1379	1380-1381	1382-1383	1384-1385	1386-1387	1388-1389	1390-1391	1392-1393	1394-1395	1396-1397	1398-1399	1400-1401	1402-1403	1404-1405	1406-1407	1408-1409	1410-1411	1412-1413	1414-1415	1416-1417	1418-1419	1420-1421	1422-1423	1424-1425	1426-1427	1428-1429	1430-1431	1432-1433	1434-1435	1436-1437	1438-1439	1440-1441	1442-1443	1444-1445	1446-1447	1448-1449	1450-1451	1452-1453	1454-1455	1456-1457	1458-1459	1460-1461	1462-1463	1464-1465	1466-1467	1468-1469	1470-1471	1472-1473	1474-1475	1476-1477	1478-1479	1480-1481	1482-1483	1484-1485	1486-1487	1488-1489	1490-1491	1492-1493	1494-1495	1496-1497	1498-1499	1500-1501	1502-1503	1504-1505	1506-1507	1508-1509	1510-1511	1512-1513	1514-1515	1516-1517	1518-1519	1520-1521	1522-1523	1524-1525	1526-1527	1528-1529	1530-1531	1532-1533	1534-1535	1536-1537	1538-1539	1540-1541	1542-1543	1544-1545	1546-1547	1548-1549	1550-1551	1552-1553	1554-1555	1556-1557	1558-1559	1560-1561	1562-1563	1564-1565	1566-1567	1568-1569	1570-1571	1572-1573	1574-1575	1576-1577	1578-1579	1580-1581	1582-1583	1584-1585	1586-1587	1588-1589	1590-1591	1592-1593	1594-1595	1596-1597	1598-1599	1600-1601	1602-1603	1604-1605	1606-1607	1608-1609	1610-1611	1612-1613	1614-1615	1616-1617	1618-1619	1620-1621	1622-1623	1624-1625	1626-1627	1628-1629	1630-1631	1632-1633	1634-1635	1636-1637	1638-1639	1640-1641	1642-1643	1644-1645	1646-1647	1648-1649	1650-1651	1652-1653	1654-1655	1656-1657	1658-1659	1660-1661	1662-1663	1664-1665	1666-1667	1668-1669	1670-1671	1672-1673	1674-1675	1676-1677	1678-1679	1680-1681	1682-1683	1684-1685	1686-1687	1688-1689	1690-1691	1692-1693	1694-1695	1696-1697	1698-1699	1700-1701	1702-1703	1704-1705	1706-1707	1708-1709	1710-1711	1712-1713	1714-1715	1716-1717	1718-1719	1720-1721	1722-1723	1724-1725	1726-1727	1728-1729	1730-1731	1732-1733	1734-1735	1736-1737	1738-1739	1740-1741	1742-1743	1744-1745	1746-1747	1748-1749	1750-1751	1752-1753	1754-1755	1756-1757	1758-1759	1760-1761	1762-1763	1764-1765	1766-1767	1768-1769	1770-1771	1772-1773	1774-1775	1776-1777	1778-1779	1780-1781	1782-1783	1784-1785	1786-1787	1788-1789	1790-1791	1792-1793	1794-1795	1796-1797	1798-1799	1800-1801	1802-1803	1804-1805	1806-1807	1808-1809	1810-1811	1812-1813	1814-1815	1816-1817	1818-1819	1820-1821	1822-1823	1824-1825	1826-1827	1828-1829	1830-1831	1832-1833	1834-1835	1836-1837	1838-1839	1840-1841	1842-1843	1844-1845	1846-1847	1848-1849	1850-1851	1852-1853	1854-1855	1856-1857	1858-1859	1860-1861	1862-1863	1864-1865	1866-1867	1868-1869	1870-1871	1872-1873	1874-1875	1876-1877	1878-1879	1880-1881	1882-1883	1884-1885	1886-1887	1888-1889	1890-1891	1892-1893	1894-1895	1896-1897	1898-1899	1900-1901	1902-1903	1904-1905	1906-1907	1908-1909	1910-1911
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TABLE IX. — *Statistics of universities and colleges for 1883-'84, &c. — Continued.*

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.						Date of next commencement.
			College library.				Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.	Number of volumes in society libraries.							
1	40	41	42	43	44	45	46	47	48	49	50	51	52
Mosheim Institutes	\$61-15	\$2	0				\$2,000	\$20,000	\$1,000	\$2,400	\$0		May 29.
Carson College	30, 40	2-3	330	75	150	1,000	50,000	10,000	350			\$500	May 13.
Central Tennessee College	124	3	1,575	750	147		220,000			1,734			May 21.
Fisk University	9	14	2,034	1,200	500		80,000				750		
Roger Williams University	50	21-44	3,000	300			600,000	600,000	642,000	65,000			May 28.
Vanderbilt University	430	d44	16,000	2,000			78,000		2,500	11,000			
University of the South	15-40	2-3	5,800		800	2,000	16,000						
Burrill College	13-24	2-3	303	100	25		10,000			6,000	0	0	April 24.
Greenville and Tusculum College	50	3											August 29.
Winchester Normal	330	2											June 18.
University of Texas	60	4	500	299			60,000			225,000			
St. Mary's University	332	34	768	1,400			63,000			8,246			June 9.
Southwestern University	333	34											June 3.
Baylor University	57	34	1,000	450	100	200	63,000	3,500		1,500			
Mansfield Male and Female College	\$0-60	2-3											
Salado College	18-45	3	350	225	50	0	12,000	0	0	3,000	0	0	May 13.
Austin College	337	34	2,000	1,000			20,000	10,000	1,000	2,500			June 13.
Trinity University	338		*2,530				*40,000	25,000					
Addam College	36	34	1,500	1,000	200		20,000			0,000			
Waco University	339	14-34	3,000	1,500	200	700	37,000	3,000	300	7,500	0	0	June 21.
Mar-in College	340	3	1,000	150	10		25,000			3,000			May 29.
University of Vermont and State Agricultural College	341	21-44	19,855		507		245,000	100,000	0,000	3,358	98,180		June 27.
Middlebury College	343	2	*15,000				*150,000	150,000	9,200	2,821	0	0	July 1.

	75	21-3	10,000	60,000	20,000	1,200	June 13. June 14.
844 Randolph Macon College.....	50	21	10,000	100,000	105,000	6,500	0
845 Emory and Henry College.....	60	21-3	2,100	75,000	105,000	6,500	0
846 Hampden Sidney College.....	50	21-3	16,000	100,000	427,000	24,574	11,500
847 Washington and Lee University.....	50	3-4	8,000	200,000	105,000	6,785	6,000
848 Richmond College.....	70-80	21	16,000	75,000	5,000	0	0
849 Roanoke College.....	40-50	11-21	16,000	200,000	20,000	0	30,000
850 University of Virginia.....	25-100	4	240,000	125,000	110,000	6,400	2,700
851 Bethany College.....	40	31	2,600	75,000	73,849	4,638	2,500
852 West Virginia University.....	15-24	3	5,000	62,700	190,000	15,000	15,000
853 Lawrence University.....	1161	31-51	10,825	100,000	3,000	2,195	0
854 Beloit College.....	36	2-31	12,912	30,000	450,000	31,307	45,632
855 Galesville University.....	32	11-3	3,000	460,000	13,000	985	5,000
856 University of Wisconsin.....	110	13-31	12,743	36,000	30,200	2,200	4,006
857 Milton College.....	27-33	3	1,600	150,000	109,000	8,237	1,342
858 Racine College.....	412-432	21	4,000	35,000	35,000	0	1,500
859 Ripon College.....	24	21	3,000	0	0	0	0
860 Northwestern University.....	303	2-3	4,000	0	0	0	1,500
861 Presbyterian University of South- ern Dakota.....	80, 45	31	132	0	0	0	0
862 University of Dakota.....	0	21-31	0	0	0	0	0
863 Columbian University.....	50-90	0	2,000	100,000	129,916	7,589	18,875
864 Gonzaga College.....	40	0	10,000	400,000	20,000	7,726	2,000
865 Howard University.....	0	2	2,000	700,000	0	0	26,000
866 National Deaf-Mute College.....	50	0	100	0	0	0	0
867 Georgetown College.....	40	4	30,000	70,000	0	0	0
868 University of Deseret.....	40	4	2,913	150,000	0	0	0
869 University of Washington Terri- tory.....	44	5	2,000	0	0	0	0
870 Whitman College.....	39, 48	4-6	350	30,000	1,000	0	0

* From Report of the Commissioner of Education for 1882-'83.

a This Institute has been suspended for some time; to be re-
sumed August, 1884.

b In 1881.

c Board and tuition.

d Average charge.

e Includes society library.

f Income from agricultural college funds.

g Income from agricultural college fund.

h Estimated.

i Incidental fees.

j From a return for the year ending December, 1882.

k Library of Washburn Observatory.

l Income from all sources other than tuition.

m Exclusive of scholarship funds.

n From rents and interest.

o Congressional appropriation.

p Not including theological department

TABLE IX.--*Memoranda.*

Name.	Location.	Remarks.
Judson University.....	Judsonia, Ark.....	Not at present in operation.
St. John's College of Arkansas.....	Little Rock, Ark....	No information received.
Bowdon College.....	Bowdon, Ga.....	No information received.
Carthage College.....	Carthage, Ill.....	No information received.
Indiana Asbury University.....	Greencastle, Ind.....	Name changed to De Pauw University.
Hartsville University.....	Hartsville, Ind.....	Name changed to Hartsville College.
Murray Male and Female Institute and West Kentucky Normal School.	Murray, Ky.....	No information received.
Concord College.....	New Liberty, Ky....	No information received.
Baltimore City College.....	Baltimore, Md.....	No information received.
Lincoln College.....	Greenwood, Mo.....	Suspended until 1885 for want of funds.
Creighton University.....	Omaha, Nebr.....	The title of this institution is now Creighton College.
State University of Nevada.....	Elko, Nev.....	No information received.
College and Seminary of Our Lady of Angels.	Suspension Bridge, N. Y.	Now a department of Niagara University.
Farmers' College.....	College Hill, Ohio....	Name changed to Belmont College.
Willoughby College.....	Willoughby, Ohio....	This college is abandoned and property leased to public school board.
Xenia College.....	Xenia, Ohio.....	Transferred to Table VIII.
Blue Mountain University.....	La Grande, Oreg.....	No information received.
Monmouth College.....	Monmouth, Oreg.....	No information received.
Waynesburg College.....	Waynesburg, Pa.....	No information received.
Henderson Male and Female College..	Henderson, Tex.....	Discontinued, college buildings and grounds being deeded to the State for free school purposes.
West Virginia College.....	Flemington, W.Va....	No information received.
Whitman College and Seminary.....	Walla Walla, Wash. Ter.	Charter amended and name changed to Whitman College.

TABLE X.—PART 1.—Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for 1883-'84; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.										Scientific department.									
					Instructors.		Students.		Faculty.		Students.		Faculty.		Students.		Faculty.		Students.					
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				
1	State Agricultural and Mechanical College	Auburn, Ala.....	1872	Col. David F. Boyd.....	1	27	10	0	89	40	40	8	11	0			
2	Arkansas Industrial University	Fayetteville, Ark.....	1871	Col. George M. Edgar.....	(a)	(a)	.....	2	0	(a)	.....	.....	.....	.....	.....	.....	.....	.....	.....	0
3	Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California)	Berkeley, Cal.....	1868	William T. Read, A. M.....	0	0	.....	228	43	42	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
4	State Agricultural College	Fort Collins, Colo.....	1877	Charles L. Ingersoll, M. S.....	17	8	.....	8	.....	36	5	12	8	1	1	6	2	1	16	.....			
5	Sheffield Scientific School of Yale College	New Haven, Conn.....	1701	Rev. Noah Porter, D. D., LL. D.	0	0	.....	(28)	.....	201	.....	.....	84	.....	72	45	.....	.....	3	9
6	Agricultural department of Delaware College	Newark, Del.....	1867	William H. Parnell, A. M., LL. D.	.....	.....	.....	(a)	.....	(a)	.....	.....	.....	.....	.....	.....	.....	.....	(a)	.....			
7	State Agricultural College	Lake City, Fla.....	1872	Rev. P. H. Mall, D. D., LL. D. (ex officio).	.....	.....	.....	8	.....	39	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Georgia State College of Agriculture and Mechanical Arts (University of Georgia)	Athens, Ga.....	1872	Benj. T. Hunter, A. M.....	64	0	.....	3	.....	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Southwest Georgia Agricultural College (University of Georgia)	Cuthbert, Ga.....	1879	Hon. David W. Lewis.....	3	110	30	2	30	65	20	0	15	0	6	3	0	75	0	.....			
10	North Georgia Agricultural College (University of Georgia)	Dahlonega, Ga.....	1871	Rev. W. F. Cook, D. D.....	7	156	188	4	.....	43	1	9	4	5	6	2	14	7	.....	1		
11	Milledgeville College (University of Georgia)	Milledgeville, Ga.....	1879	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1882-'83.

a Reported with classical department (see Table IX).

b To be opened October, 1884.

TABLE X.—PART 1.—Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for 1883-'84, &c.—Cont'd.

	Name.	Location.	Date of charter.	Date of organization.	President.	Scientific department.																
						Preparatory department.		Corps of instruction.	Students.													
						Instructors.			First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.				
						Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
12	South Georgia College of Agriculture and the Mechanic Arts (University of Georgia).	Thomasville, Ga.	1879	1879	L. S. Macswain, A. M.	1	100	3	.....	128	114	.....	.....	.....	6	.....	8	.....	.....	.....
13	Illinois Industrial University	Urbana, Ill.	1867	1868	Selim H. Peabody, Ph. D., LL. D., regent.	2	76	9	25	.....	229	55	16	50	12	31	13	39	13	13	3
14	Purdue University	La Fayette, Ind.	1872	1874	James H. Smith, A. M., LL. D.	2	62	53	0	.....	85	24	13	15	5	8	5	10	5	33	3
15	Iowa Agricultural College	Ames, Iowa	1869	1869	S. A. Knapp, LL. D.	0	0	20	.....	231	79	11	58	8	29	14	26	6	18	3	3
16	Kansas State Agricultural College	Manhattan, Kans.	1863	1863	George T. Fairchild, A. M.	0	0	18	0	.....	391	173	82	55	37	16	10	13	5	2	2
17	Agricultural and Mechanical College of Kentucky.	Lexington, Ky.	1865	1866	James K. Patterson, Ph. D., F. R. H. S., F. S. A.	4	64	6	11	.....	143	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	Louisiana State University and Agricultural and Mechanical College.	Baton Rouge, La.	1853	1860	Col. James W. Nichol-son, A. M.	5	53	4	0	.....	40	17	15	.....	.....	.....	8	0	1	1	
19	Maine State College of Agriculture and the Mechanic Arts.	Oroqui, Me.	1865	1868	M. C. Fernald, A. M., Ph. D.	0	0	0	0	.....	76	25	1	18	1	17	0	12	2	7	0
20	United States Naval Academy	Annapolis, Md.	0	1845	Captain F. M. Ramsay, U. S. N., superintendent.	0	0	61	0	.....	247	121	0	33	0	45	0	48	0	0	0
21	Maryland Agricultural College.	Agricultural Col-lege, Md.	1856	1859	Augustine J. Smith.	.....	10	0	5	.....	36	10	0	10	0	9	0	7	0	3	0
22	Massachusetts Agricultural Col-lege.	Amherst, Mass.	1863	1867	James C. Greenough, M. A.	0	0	0	11	.....	5	90	44	22	.....	19	.....	5	.....	2	7
23	Massachusetts Institute of Tech-nology.	Boston, Mass.	1861	1865	Francis A. Walker, Ph. D., LL. D.	b7	b53	.....	c49	c2	c272	1456	.....	c60	c1	c35	c2	c27	c2	171	c20
24	Michigan State Agricultural Col-lege.	Agricultural Col-lege, Mich.	1855	1857	Theophilus C. Abbot, LL. D.	0	0	0	12	0	177	56	1	56	0	33	0	20	1	5	4

		1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	286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TABLE X.—PART I.—Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for 1883-'84, &c.—Cont'd.

Name.	Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Libraries.				Property, income, &c.					Date of next commencement.	
						General library.				Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		Receipts for the last year from State appropriation.
						Number of volumes.	Number of pamphlets.	Increase in the last school year in books.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1 State Agricultural and Mechanical College.	0	0	4	39	\$0	2,500	1,600	230	2,500	\$100,000	\$573,500	\$70,240	.....	\$70,000	June 24.
2 Arkansas Industrial University.	1000	.....	4	40	0	(b)	(b)	(b)	(b)	*150,000	*130,100	*10,400	.....	*7,500	June 12.
3 Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California).	0	0	4	42	0	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	May 27.	
4 State Agricultural College.	.....	.....	4	36	.....	500	400	100	.....	75,000	.....	.....	.....	20,888	June 11.
5 Sheffield Scientific School of Yale College.	.....	.....	3	37	100,150	5,000	.....	.....	.....	*200,000	*665,000	*25,711	.....	.....	June 23.
6 Agricultural department of Delaware College.	550	.....	4	38	60	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	0	June 17.
7 State Agricultural College.	.....	.....	.....	.....	.....	(b)	.....	(b)	(b)	50,000	\$212,202	\$16,954	.....	0	July 18.
8 Georgia State College of Agriculture and Mechanic Arts (University of Georgia).*	.....	.....	4	48	e15	(b)	.....	(b)	(b)	20,000	(h)	(h)	e1,000	.....	June 24.
9 Southwest Georgia Agricultural College (University of Georgia).	.....	.....	.....	.....	e20	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 10.
10 North Georgia Agricultural College (University of Georgia).	0	20	4	38	e10	1,000	200	30	750	30,000	45,000	4350	0	e10,000	June 10.	

* From Report of the Commissioner of Education for 1882-'83.

^a In preparatory department.

^b Reported with classical department (see Table IX).

^c This includes a large amount of funds received from the estate of the late Joseph E. Sheffield, which funds will not be available to their full extent for several years to come.

^d Income from all sources except tuition.

^e Incidental fees; tuition is free.

^f Entire proceeds of the sale of land scrip, the income of which, \$16,954, is, by various acts of the legislature, divided between the State College at Athens and the branches at Cuthbert, Dahlonega, All-
ledgeville, and Thomasville.

^g Entire income of public land scrip fund, which income is divided, as above stated, between the State College at Athens and the branches at Cuthbert, Dahlonega, Milledgeville, and Thomasville.

^h See notes on these items given in above report of Georgia State College of Agriculture and the Mechanic Arts.

ⁱ Special appropriation for completion of buildings.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for 1883-2-4, &c.*—Cont'd.

Name.	Number of State scholarships.				Number of other free scholarships.				Number of years in full course of study.				Number of weeks in scholastic year.				Annual charge to each student for tuition.				Libraries.				Property, income, &c.					Date of next commencement.
	22	23	24	25	26	27	General library.		Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Number of volumes in society libraries.	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45			
1																														
11 Middle Georgia Military and Agricultural College (University of Georgia).				6	42	\$0	2,000						\$30,000	(a)	(a)	(a)	(a)													
12 South Georgia College of Agriculture and the Mechanic Arts (University of Georgia).					40	0	100	50					8,000	(a)	(a)	(a)	(a)													
13 Illinois Industrial University				4	36	224	14,500	3,000	709				545,000	\$220,000	\$15,400	\$9,837	\$15,400													
14 Purdue University				4	38	414	2,730	404					300,000	310,000	17,000	\$1,508	17,000													
15 Iowa Agricultural College				4	33	0	6,000	0					400,000	637,807	42,000	0	42,000													
16 Kansas State Agricultural College				4	37	0	5,007	\$1,300	1,036				145,000	474,395	32,638	\$580	32,638													
17 Agricultural and Mechanical College of Kentucky.				4	38	20	0						100,000	163,000	9,900	1,900	9,900													
18 Louisiana State University and Agricultural and Mechanical College.				4	40	0	717,000	\$3,500	0				\$300,000	\$318,313	\$14,556	0	\$14,556													
19 Maine State College of Agriculture and the Mechanic Arts.				4	36	30	4,200	800	77				150,000	129,300	7,678	2,000	7,678													
20 United States Naval Academy				94	32	0	23,036	369	729				1,357,350	0	0	0	0													
21 Maryland Agricultural College				4	36	50	2,500	500	100				100,000	112,500	7,000	4,500	7,000													
22 Massachusetts Agricultural College				4	38	36	3,000		182				208,000	240,044	13,763	888	13,763													
23 Massachusetts Institute of Technology				5	4	200																								
24 Michigan State Agricultural College				4	36	0	6,423	855	144				350,000	382,684	26,787	0	26,787													
25 College of Agriculture and Mechanic Arts (University of Minnesota).				4	38	0	(f)	(f)	(f)				(f)	(f)	(f)	(f)	(f)													
26 Agricultural and Mechanical College of the State of Mississippi.				4	39	40	2,200						185,000	98,575	4,929		4,929													
27 Alcorn Agricultural and Mechanical College.				4	30	40	947	98	0				\$43,000	\$113,375																
28 Missouri Agricultural and Mechanical College (University of Missouri).				2	36	20	1,000						180,000	260,000	10,000	300														

		0	0	3	36	20	1,700	900	14	0	46,650	55,000	3,307	1,072	7,500	June.
29	Missouri School of Mines and Metallurgy (University of Missouri).	0	0	4	36	0	(f)	0	(f)	0					(f)	June 10.
30	Industrial College of the University of Nebraska.															
31	College of Agriculture (University of Nevada).															
32	New Hampshire College of Agriculture and the Mechanic Arts.	13	22	33	38	30	1,500	500	500	500	70,000	80,000	4,800		2,600	June 23.
33	Rutgers Scientific School (Rutgers College).	40		4		£75	(f)									
34	College of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University).	7512		4	36	£75	(f)	(f)	(f)	0	(f)	(f)	(f)	(f)	0	June 18.
35	United States Military Academy.			4			29,834	2,564	699						2318,658	July 1.
36	Agricultural and Mechanical College (University of North Carolina).	f96	f5	4	40	m85	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)		June 4.
37	Ohio State University.			4	30	0	2,400		32	1,200,000	537,841	34,000	0	0	21,850	June.
38	State Agricultural College.	60	0	6	40	£6-15	400	800	100	15,000	75,000	6,000	1,200	2,500	0	June 3.
39	Pennsylvania State College.	50	0	4	40	0	3,500	1,000	(f)	2,350	451,616	500,000	80,000	0	0	June 28.
40	Agricultural and scientific department (Brown University).	(n)				(n)		(f)	(f)	(f)	£30,000					
41	South Carolina College of Agriculture and the Mechanic Arts (University of South Carolina).		5	4	38	0	27,000	3,000	100	2,000	200,000	95,000	5,500	0	17,500	June 24.
42	Clafin University and South Carolina Agricultural College and Mechanics' Institute.			4	33	0	(f)				12,000	95,750	5,600			June 4.
43	University of Tennessee; Tennessee Agricultural College.*	f275		4	40	30	(f)	(f)	(f)	(f)	(f)	f24,410	f24,410	(f)	0	June 20.
44	State Agricultural and Mechanical College of Texas.	0	0	3	39	0	1,200	300	20	150	230,000	203,000	14,280	0	80,000	June 2.
45	University of Vermont and State Agricultural College.*	0	f17	4	38	45	(f)		(f)		(f)		08,130	(f)		June 27.
46	Virginia Agricultural and Mechanical College.	200		4	42	0	1,500	500	1,500		150,000	350,000	21,000	0	0	July 3.
47	Hampden Normal and Agricultural Institute.	0	52	3	37	0	2,600	300	247	0	450,000	p77,899	4,671	0	q11,463	May.
48	Agricultural department of West Virginia University.	f63			41	£24	(f)	(f)	(f)		(f)		(f)	(f)		
49	College of Arts (University of Wisconsin).	0	f10	4	38	0	(f)	(f)	(f)	300	(f)	(f)	(f)	(f)	(f)	June 24.

* From Report of the Commissioner of Education for 1882-83.

a See notes on these items given in above report of Georgia State College of Agriculture and the Mechanic Arts.

b Includes \$2,000 from the city.

c Incidental fees; tuition is free.

d Two students appointed by each of 92 counties under State law.

e Estimated.

f Reported with classical department (see Table IX).

g Also two years at sea.

h To residents of the State; \$20 to others.

i For two years.

j Including interest on scrip.

k Free to State students.

l Congressional appropriation.

m Except to those receiving scholarships.

n The income of \$30,000 which has accrued from the national grant is disbursed at the rate of \$100 a scholar-

ship annually, to the extent of the entire annual income, and aids about thirty students each year.

o Agricultural funds only; for university funds, see Table IX.

p Does not include amount arising from sale of congressional land grant.

q Income from land grant.

TABLE X.—PART 2.—Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed with the national land grant, for 1883-84; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.		Scientific department.													
					Instructors.	Students.	Corps of instruction.	Students.												
								Male.	Female.	Instructors.	Non-resident professors and lecturers.	Total number in regular course.	First year.		Second year.		Third year.		Fourth year.	
													Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1 School of Practical, Civil, Mining, and Mechanical Engineering, Surveying, and Drawing, Department of Mining and Metallurgy (Colorado College).	San Francisco, Cal. (21 Post street).	.....	1862	A. van der Naillen.....	2	23	8	(5)	.....	48	.....	.....	.....	.....	.....	.....	.....	.....	20	.....
2 Department of Mining and Metallurgy (Colorado College).	Colorado Springs, Colo.	.....	.....	Rev. E. P. Tenney.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3 State School of Mines.....	Golden, Colo.	1874	1874	Revia Chauvenet.....	.....	.....	.....	7	0	17	8	0	4	.....	3	.....	2	.....	27	0
4 Storrs Agricultural School.....	Manfield, Conn.	1881	1881	B. F. Kouns, Ph. D., M. A., principal.	.....	.....	.....	3	0	24	14	.....	10	.....	.....	.....	.....	.....	.....	.....
5 Atlanta University <i>a</i>	Atlanta, Ga.	.....	.....	Edmund A. Ware, A. M.	.....	.....	.....	4	.....	71	71	.....	.....	.....	.....	.....	.....	.....	.....	.....
6 Chicago Manual Training School.	Chicago, Ill., (cor. Michigan and 12th st.).	.....	1884	Henry H. Bedford, A. M., Ph. D., director.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7 Rose Polytechnic Institute.....	Terre Haute, Ind.	1874	1883	Charles O. Thompson, A. M., Ph. D.	.....	.....	.....	8	.....	45	15	20	.....	3	.....	.....	.....	.....	.....	.....
8 Technical department, St. John's College.	Annapolis, Md.	.....	1883	Rev. John M. Leavitt, D. D.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9 Baltimore Manual Training School.	Baltimore, Md. (Courtland st.).	.....	1883	Richard Grady, director.	.....	.....	.....	(16)	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10 College of Agriculture (Boston University) <i>b</i>	Boston, Mass.	.....	.....	James C. Greenough, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9
11 School of All Sciences (Boston University) <i>c</i>	Boston, Mass.	1869	1874	William F. Warren, S. T. D., LL. D., president.	.....	.....	.....	(51)	.....	73	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12 Lawrence Scientific School (Harvard University).	Cambridge, Mass.	1642	1848	Charles W. Eliot, LL. D., president; Henry L. Eustis, A. M., dean.	.....	.....	.....	24	.....	13	5	.....	2	.....	4	.....	2	.....	13	.....

TABLE X.—PART 2.—Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President.	Scientific department.									
					Preparatory department.		Corps of instruction.		Students.					
					Instructors.	Students.		Total number in regular course.	First year.		Second year.		Third year.	
						Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
84 25	Spring Garden Institute* Towne Scientific School, University of Pennsylvania.	1851 1755	1852 1872	John Baird William Pepper, M. D., LL. D. (ex officio).	4	158	1	2	14	14	31	6	20	153
86 87	Wagner Free Institute of Science. Schools of Civil and Mechanical Engineering, Mining, and Metallurgy (Lehigh University). Science Department of Swarthmore College.	1855	1847	William Wagner, LL. D. Robert A. Lamberton, LL. D.	0	0	0	22	41	147	37	20	23	7
88	Science Department of Swarthmore College.	.....	.....	Edward H. Magill, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89	Lewis College.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
40	School of Civil and Military Engineering (Washington and Virginia Military Institute).	1834 1782	1834	Col. Charles H. Lewis, LL. D. Gen. G. W. C. Lee	.....	.....	6	4	27	10	11	4	2	.....
41 42	Virginia Military Institute. New Market Polytechnic Institute.	1839 1870	1839 1870	Francis H. Smith, LL. D. Prof. Joseph Salyards, A. M.	.....	.....	8	.....	143	56	42	25	20	.....
43	Scientific department, University of Virginia.	1819	1825	James F. Harrison, M. D., chairman of faculty.	0	0	0	10	0	925	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1882-'83.

a This report embraces only the mechanical, handiwork schools and schools of steam engineering.

b Faculties of arts, of science, and of finance and economy.

c Includes students of the first two years.

d Includes twenty students in the Wharton School of Finance and Economy.

e Reported with classical department (see Table IX).

f See full report of Swarthmore College (Table IX).

g In departments of engineering and agriculture.

TABLE X.—PART 2.—Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed, &c.—Continued.

Name.	Libraries.				Property, income, &c.										
	Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	General library.			Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Date of next commencement.	
	22	23	24	25	26	Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Number of volumes in society libraries.	31	32	33	34	35	36
1 School of Practical Civil, Mining, and Mechanical Engineering, Surveying, and Drawing.			1-2	52	\$200	300									
2 Department of Mining and Metallurgy (Colorado College).				28											
3 State School of Mines	6	0	4	49	0	340	185	25		\$40,000				\$0	\$21,000
4 Storrs Agricultural School			2	85	25	680	75	529		25,000				500	10,000
5 Atlanta University <i>a</i>	(b)				(b)									(c)	
6 Chicago Manual Training School			3	40	30.40	50				100,000					
7 Rose Polytechnic Institute			4	38	d	5,000				154,000					
8 Technical department, St. John's College			4	40	75-90					\$300,000					
9 Baltimore Manual Training School			2		f	50									
10 College of Agriculture (Boston University) <i>h</i>			4	33	36										
11 School of All Sciences (Boston University) <i>h</i>															

a Atlanta University, although not founded under the act of Congress establishing agricultural colleges, receives an annual appropriation of \$8,000 from the legislature of Georgia under an act of 1874, entitled "An act equitably to adjust the claims of the colored people to a share of the agricultural land and script." The university is bound to receive, free of charge for tuition, one pupil for each member of the House of representatives.

b Reported with classical department (see Table IX).

c To residents of Vigo County, Indiana; \$75 a year for others.

d An estimate of the original endowment of the school.

e To non-resident pupils.

f The place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed on entering the college to matriculate also in Boston University, and at graduation may receive his degree at the hands of the university, with a diploma entitling him to the education and privileges of its alumni.

g A department for elective graduate study only.

TABLE X.—PART 2.—Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endorsed, &c.—Continued.

Name.	Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Libraries.				Property, income, &c.					Date of next commencement.
						General library.			Number of volumes in society libraries.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.		
						Number of volumes.	Number of pamphlets.	Increase in the last school year in books.							
1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
12 Lawrence Scientific School (Harvard University).....		24	1, 4	33	\$150	2, 400					\$765, 573	\$12, 792	\$4, 080		June 24.
13 Bussey Institution (Harvard University).....				38	150	2, 503					209, 479	5, 956	870		June 24.
14 Worcester County Free Institute of Industrial Science.	20	3	3, 34	42	6130	1, 306	1, 000	80		\$167, 000	430, 000	22, 000	6, 500		June 25.
15 Department of Civil Engineering (University of Michigan).					(c)	(d)	(d)	(d)		(d)	(d)	(d)	(d)		June 25.
16 Manual Training School of Washington University				40	60-100										June.
17 Polytechnic School of Washington University	0	7	4	39	100						120, 000	7, 000	5, 000	\$0	June 13.
18 Chandler Scientific Department of Dartmouth College.			4	37	63	2, 000				10, 000	55, 000	3, 650	540		June 25.
19 Thayer School of Civil Engineering (Dartmouth College).			2	34	60										June.
20 Stevens Institute of Technology*		17	4		\$150	5, 000	1, 000	100		300, 000	500, 000	30, 006	17, 100	0	June 14.
21 John C. Green School of Science (College of New Jersey)	0	0	4	37	120	(d)	(d)		0				9, 000	0	June 17.
22 Cooper Union Free Night Schools of Science and Art.			5	29		19, 000		800		(d)	(d)	(d)		0	June 12.
23 School of Mines of Columbia College*	0	0	4	37	200	8, 400		(d)	0	(d)	(d)	(d)	41, 445	0	June 21.
24 Scientific department, University of the City of New York.*			4	38	0	(d)		(d)	(d)	(d)	(d)	(d)	0	0	June 21.
25 Hobart Technical Institute			3												June 24.
26 School of Civil Engineering of Union College.			4	39	120	(d)	(d)			(d)	(d)	(d)	(d)		June 24.
27 Reusslaer Polytechnic Institute*			4	33	200	2, 000				(d)	(d)	(d)	(d)		June 13.
28 Industrial and Art School of the Ohio Mechanics' Institute.			3												June 13.
29 Case School of Applied Science.....		12	4	37	50					1, 250, 000				0	June.
30 School of Engineering and Chemistry (Western University of Pennsylvania).	0	0	4	40	80										June 13.
31 Industrial School for Miners and Mechanics			3	47	0	1, 500		80		(d)	(d)	(d)	(d)	0	Aug. June.
32 Purdue Scientific Department in Lafayette College	0	0	4	37	45-75	(d)		(d)	(d)	(d)	(d)	(d)	(d)	0	June.

TABLE XI.—Statistics of schools of theology for 1883-'84; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	
1	2	3	4	5	6	7	8	9		
1	Alabama Baptist Normal and Theological School*.	Selma, Ala.	1881	1878	Baptist.	Rev. W. H. McAlpine	1	0	0	
2	Theological department of Talladega College.	Talladega, Ala.	1869	1872	Congregational.	Rev. Henry S. Deforest, D. D.	1	0	0	
3	Institute for Training Colored Ministers	Tuscaloosa, Ala.	0	1876	O. S. Presb. So.	Rev. C. A. Stillman, D. D.	3	8	2	
4	Pacific Theological Seminary	Oakland, Cal.	1869	1869	Congregational	Rev. J. A. Benton, D. D., senior professor.	3			
5	San Francisco Theological Seminary*	San Francisco, Cal.	1871	1871	Presbyterian	Rev. W. A. Scott, D. D., LL. D.	4	3	1	
6	St. Thomas Theological Seminary	San Jo-e, Cal.	.....	1883	Roman Catholic.	Very Rev. John Francis Regis Pastre, D. D., S. M., superior.	4			
7	Franciscan College*	Santa Barbara, Cal.	.....	1868	Roman Catholic.	Very Rev. J. M. Rono, O. S. F., guardian	4			
8	Hill School of Divinity (University of Denver)	Denver, Colo.	.....	.....	Meth. Episcopal	Rev. David H. Moore, A. M., D. D., chancellor of university.	1	3		
9	Mathews Hall	Denver, Colo.	.....	1872	Prof. Episcopal.	Rt. Rev. John F. Scadding, D. D.	7	3		
10	Theological Institute of Connecticut	Hartford, Conn.	.....	1833	Congregational.	Rev. William Thompson, D. D., dean	14	6		
11	Theological department of Yale College	New Haven, Conn.	.....	1701	Congregational.	Rev. Noah Porter, D. D., LL. D.				
12	Atlanta Baptist Seminary	Atlanta, Ga.	.....	1829	Baptist.	Rev. Joseph T. Robert, LL. D.				
13	Gannon Theological School (Clark University)	Atlanta, Ga.	.....	1870	Meth. Episcopal	Rev. Wilbur P. Thickfield, dean.	2	3	1	
14	The Paine Institute	Augusta, Ga.	.....	1883	Baptist.	Dr. Morgan Callaway	23			
15	Theological department of Mercer University*	Macon, Ga.	.....	1851	Presbyterian	Rev. Archibald J. Battle, D. D.	9	0	1	
16	Theological department of Blackburn University*	Carlinville, Ill.	.....	1859	Congregational.	Rev. E. L. Hunt, D. D.	9	0	c7	
17	Chicago Theological Seminary	Chicago, Ill.	.....	1853	Evan. Lutheran	Rev. G. S. F. Savage, D. D., secretary	1			
18	German Theological Seminary*	Chicago, Ill. (393 Lincoln avenue).	.....	1881	Presbyterian	Rev. E. F. Giese, A. M.	5		4	
19	Presbyterian Theological Seminary of the North-west.*	Chicago, Ill.	.....	1856	Christian	Edward L. Curtis, A. B., librarian	2			
20	Bible department of Eureka College	Eureka, Ill.	.....	1853	Meth. Episcopal	J. M. Allen, A. M., president of college.	7			
21	Carroll Biblical Institute.	Evanston, Ill.	.....	1856	Ger. Meth. Epis.	Rev. William X. Nindo, D. D.	2			
22	Theological department of German-English College	Galesburg, Ill.	.....	1881	Universalist.	Rev. Emil Uhl	5	2		
23	Theological department of Lombard University	Galesburg, Ill.	.....	1881	Non-sect.	Rev. Nehemiah White, ru. D.	3			
24	Swedish-American Apgari College and Missionary Institute.	Knoxville, Ill.	.....	1875		John Gustave Princell				

25	Theological department of McKendree College	Lebanon, Ill	1853	Meth. Episcopal	Rev. William F. Swahlen, A. M., Ph. D.	3	1
26	Warburg Seminary*	Mendota, Ill	1875	Evangel. Lutheran	Rev. Edmund Fritschel, D. D.	3	3
27	Baptist Union Theological Seminary	Morgan Park, Ill	1864	Baptist	Rev. G. W. Northrup, D. D., LL. D.	8	3
28	Union Biblical Institute*	Naperville, Ill	1867	Ev. Association	Rev. R. Yenkel	3	3
29	Julio College	Robinson, Ill	1847	Prot. Episcopal	Rev. Tuvey N. Hasselquist, D. D.	3	0
30	Augustana Theological Seminary	Rock Island, Ill	1863	Evangel. Lutheran	Prof. A. Cramer	4	0
31	Concordia Seminary	Springfield, Ill	1873	Evangel. Lutheran	Lemuel N. Stratton	3	1
32	Wheaton Theological Seminary	Wheaton, Ill	1859	Wes. Methodist	Rev. Alexander Marth, D. D., LL. D.	5	0
33	School of Theology of De Pauw University	Greencastle, Ind	1837	Meth. Epis	Rev. Blisla Mudze	8	2
34	Berean department of Union Christian College	Merion, Ind	1879	Christian	Rev. Fintan Mundwiler, O. S. B., abbot	10	0
35	St. Meinrad's Ecclesiastical Seminary	St. Meinrad, Ind	0	Roman Catholic	Rev. D. Lysnes, senior professor	1	3
36	Norwegian-Danish Augustana Seminary	Pelot, Iowa	1874	Lutheran	Rev. Rev. William Stevens Perry, D. D., LL. D.	3	2
37	Theological department of Griswold College	Davenport, Iowa	1859	Prot. Episcopal	Rev. Ambrose C. Smith, president board of directors	3	1
38	German Presbyterian Theological School of the Northwest	Dubuque, Iowa	1871	Presbyterian	Rev. William Balcke, A. M.	3	1
39	German College	Mt. Pleasant, Iowa	1873	Ger. Meth. Epis	G. H. Longlin, A. M.	3	0
40	Bible department of Oskaloosa College*	Oskaloosa, Iowa	1857	Christian	Rev. S. Verkes, D. D., senior professor	3	0
41	Dayville Theological Seminary	Dayville, Ky	1854	Presbyterian	Robert Graham, A. M.	3	0
42	College of the Bible	Lexington, Ky	1865	Christian	Very Rev. George McCloskey	2	1
43	Preston Park Theological Seminary	Lexington, Ky	1870	Roman Catholic	Rev. James P. Boyce, D. D., LL. D., chairman	5	1
44	Southern Baptist Theological Seminary	Louisville, Ky	1876	Baptist	Rev. Wm. J. Simmons, D. D.	1	0
45	Theological department of State University	Louisville, Ky	1865	Baptist	Rev. Wm. J. Simmons, D. D.	0	0
46	Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky	—, Ky	1834	Prot. Episcopal		0	0
47	Gilbert Haven School of Theology (New Orleans University)	New Orleans, La	1869	Meth. Episcopal		2	0
48	Theological department of Leland University*	New Orleans, La	1869	Baptist	Rev. James F. Morton	1	0
49	Theological department of Straight University	New Orleans, La	1869	Congregational	Rev. Walter S. Alexander, D. D.	5	4
50	Bangor Theological Seminary	Bangor, Me	1816	Congregational	Rev. Levi P. Paine, D. D.	4	1
51	Bates College Theological School	Leiston, Me	1870	Free Will Bapt.	Rev. Oren L. Cheney, D. D.	6	0
52	Centenary Biblical Institute	Baltimore, Md (cor. Fulton st. and Edmonson ave.)	1867	Meth. Episcopal	Rev. W. Maslin Frysinger, D. D.	8	0
53	Theological Seminary of St. Sulpice and St. Mary's University	Baltimore, Md	1869	Roman Catholic	Very Rev. A. Magnien, S. S., D. D.	37	15
54	Theological department of Mt. St. Mary's College	Emmitsburg, Md	1828	Roman Catholic	Very Rev. William Byrne, D. D., V. G.	6	0
55	Scholasticate of the Congregation of the Most Holy Redeemer, Mt. St. Clement	Hechtsburg, Md	1868	Roman Catholic	Rev. George Kulland, C. SS. R.	5	7
56	Westminster Theological Seminary	Westminster, Md	1884	Meth. Protestant	Rev. Thomas H. Lewis	9	6
57	Andover Theological Seminary	Andover, Mass	1807	Congregational	Rev. Egbert C. Smyth, D. D.	11	6
58	Boston University School of Theology	Boston, Mass	1869	Meth. Episcopal	William F. Warren, S. T. D., LL. D.	9	6
59	Divinity School of Harvard University	Cambridge, Mass	1650	Non-sect.	Charles W. Eliot, LL. D., president; Rev. Charles C. Everett, D. D., dean.	(9)	6

* This seminary is in a state of partial suspension; the statistics given are those from the report for 1882-83.

† This institution exists only in name and in the possession of a valuable library and productive funds.

* From Report of the Commissioner of Education for 1882-83.

† Died March 5, 1884.

‡ For all departments.

§ Partially endowed.

¶ All instruction suspended for some years; the college exists only in name and in the possession of its library and buildings.

TABLE XI.—Statistics of schools of theology for 1883-'84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
1	2	3	4	5	6	7	8	9
60 Episcopal Theological School	Cambridge, Mass.	1867	1867	Prot. Episcopal -	Rev. George Zabrickio Gray, D.D., dean.	6	4	1
61 Tufts College Divinity School	College Hill, Mass.	1852	1859	Universalist	Rev. Elmer H. Capen, D.D.	5	2	1
62 Newton Theological Institution	Newton Centre, Mass.	1825	1825	Baptist	Rev. Alvan Horsey, D.D., LL.D.	5	2	1
63 New Church Theological School	Walham, Mass.	0	1866	New Church	Rev. John Worcester	5	1	1
64 School of Theology (Adrian College)	Adrian, Mich.	1850	1878	Meth. Protestant	D.S. Stephens, M.A.	4	1	2
65 Theological department of Hillsdale College	Hillsdale, Mich.	1855	1873	Free Will Bapt.	Rev. De W. C. Dugan, D.D.	3	1	2
66 Seabury Divinity School	Paribault, Minn.	1869	1869	Prot. Episcopal	Rev. Henry B. Whipple, D.D.	6	3	3
67 Augsburg Seminary	Minneapolis, Minn.	1874	1869	Lutheran	Prof. Georg Svedrup	5	3	3
68 Red Wing, Norwegian Evangelical Lutheran Seminary	Red Wing, Minn.	1879	1879	Ev. Lutheran	A. Weenas	5	3	3
69 St. John's Seminary*	St. Joseph, Minn.	1857	1857	Roman Catholic	Rt. Rev. Abbot A. Edelbrock, O.S.B.	5	3	1
70 Jackson College	Jackson, Miss.	0	1877	Baptist	Rev. Charles Ayer	5	3	1
71 St. Vincent's College and Theological Seminary*	Cape Girardeau, Mo.	1843	1844	Roman Catholic	Rev. John W. Hickox, C.M.	5	3	1
72 Jeremiah Vardeman School of Theology in William Jewell College	Liberty, Mo.	1849	1868	Baptist	Rev. W. R. Kohnwell, A.M., D.D.	1	1	1
73 Concordia College (Seminary)	St. Louis, Mo.	1833	1839	Ev. Lutheran	Rev. C. F. W. Walther, D.D.	6	0	2
74 Theological department of Central Wesleyan College	Warrenton, Mo.	1864	1864	Meth. Episcopal	Rev. H. A. Koch, D.D.	8	0	2
75 German Congregational Theological Seminary	Crefe, Nebr.	1882	1878	German Cong.	Rev. William Sness, chairman	2	0	1
76 Theological Institute	Santee Agency, Nebr.	1871	1869	Congregational	Alfred L. Riggs, principal	4	0	1
77 German Theological School of Newark, N. J.	Blomfield, N. J.	1867	1867	Presbyterian	Rev. Charles E. Knox, D.D.	6	7	21
78 Drew Theological Seminary	Madison, N. J.	1867	1867	Meth. Episcopal	Rev. Henry A. Rutz, D.D.	5	7	6
79 Theological Seminary of the Reformed (Dutch) Church in America	New Brunswick, N. J.	1784	1785	Ref. Dutch	Rev. Samuel M. Woodbridge, D.D., LL.D., dean.	5	1	5
80 Theological Seminary of the Presbyterian Church	Princeton, N. J.	1822	1812	Presbyterian	Rev. William Henry Green, D.D., LL.D., senior professor.	10	1	7
81 Diocesan Seminary of the Immaculate Conception	South Orange, N. J.	0	1856	Roman Catholic	Very Rev. William T. Salt, A.M., di-rector.	4	0	0
82 St. Bonaventuro's Seminary	Albany, N. Y.	1875	1859	Roman Catholic	Very Rev. Father Theophilus Pospisilik, O.S.B.	8	0	0

	1820	1821	Presbyterian	Rev. Samuel M. Hopkins, D. D., senior professor.	6	5
83 Auburn Theological Seminary.....						
84 Canton Theological School.....	1858	1858	Universalist	Rev. Isaac Morgan Atwood, D. D.	4	1
85 Hamilton, N. Y.....	1819	1820	Baptist	Rev. Ebenezer Dodge, D. D., LL. D.	5	3
86 Hartwick Seminary, theological department.....	1816	1815	Unitarian	Rev. James Pritchett, A. M., principal.	3	1
87 Newburgh, N. Y.....	1836	1815	United Presb.	J. G. D. Findley, librarian.	6	3
88 General Theological Seminary of the Protestant Episcopal Church.....	1822	1820	Prot. Episcopal	Rev. E. A. Hoffman, D. D., dean.	7	6
89 Union Theological Seminary.....	1839	1856	Presbyterian	Rev. K. D. Hitchcock, D. D., LL. D.	7	6
90 Rochester Theological Seminary.....	1850	1851	Baptist	Rev. Augustus H. Strong, D. D.	40	6
91 Christian Biblical Institute.....	1870	1870	Christian	Rev. J. B. Weston, A. M., D. D.	3	4
92 Summary of Our Lady of Angels.....	1883	1856	Roman Catholic	Very Rev. Patrick V. Kavanagh, C. M.	5	0
93 St. Joseph's Provincial Seminary.....	1861	1861	Roman Catholic	Very Rev. Henry Gabriels, D. D.	7	0
94 Theological department of Purdue University.....	1877	1868	Presbyterian	Rev. Stephen Mattoon, D. D.	2	0
95 Theological department of Concordia College.....		1882	Lutheran	Rev. P. C. Henkel, D. D., senior professor.	1	0
96 Theological department of Shaw University*.....	1874	1865	Baptist	Rev. H. M. Tupper, A. M.	2	2
97 Theological department of Trinity College.....	1832	1852	Meth. Epis. So.	Rev. Marquis L. V. de la B.	1	0
98 Theological department of German Wallace College.....	1864	1864	Meth. Episcopal	Rev. William Rust, D. D.	1	0
99 St. Charles Borromeo Theological Seminary*.....		1864	Roman Catholic	Rev. Godfrey Schlaachter, C. P. S., director.	8	0
100 Lane Theological Seminary.....	1829	1832	Presbyterian	Rev. Henry P. Smith, D. D., chairman	6	1
101 St. Mary's Theological Seminary.....	1830	1839	Roman Catholic	Rev. N. A. Moes	4	0
102 German Lutheran Seminary.....	1871	1850	Ev. Lutheran	Rev. M. Loy	4	0
103 Union Biblical Seminary.....	1821	1871	U. B. in Christ	Rev. Lewis Davis, D. D.	4	0
104 Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.*	1834	1853	Prot. Episcopal	Rt. Rev. George T. Doell, D. D.	5	4
105 Department of Theology (Oberlin College).....	1845	1855	Congregational	Rev. James H. Fairchild, D. D.	7	1
106 Wittenburg Seminary.....	1836	1845	Ev. Lutheran	Rev. S. A. Ott, D. D.	3	0
107 Heidelberg Theological Seminary.....	1850	1851	Reformed	Rev. J. H. Good, D. D.	2	0
108 Theological department of Urbana University.....	1850	1859	New Church	Rev. Frank Sewall, A. M.	3	0
109 Theological Seminary of Wilberforce University.*	1863	1853	Af. Meth. Epis.	Rev. Benjamin F. Lee, D. D.	4	0
110 United Presbyterian Theological Seminary of Xenia.....	1877	1794	United Presb.	Rev. James Harper, D. D.	4	0
111 Theological Seminary of the United Presbyterian Church.....	1868	1855	United Presb.	Rev. Alexander Clark, D. D.	4	0
112 Western Theological Seminary of the Presbyterian Church.....	1844	1827	Presbyterian	Rev. William H. Jeffers, D. D., LL. D.	7	2
113 Theological course in St. Vincent's College*.....	1863	1867	Roman Catholic	Rt. Rev. Boniface Wimmer, O. S. B.	d18	0
114 Moravian Theological Seminary.....	1860	1870	Moravian	Rev. Edmund de Schweinitz, S. T. D.	1	3
115 Theological department of Ursinus College.....			Rev. German	Rev. J. A. Bomberger, D. D.	3	0
116 Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.....	1828	1856	Ev. Lutheran	Rev. Charles A. Hay, D. D., chairman	3	3

d Number of professors in St. Vincent's Seminary and College.

b Instruction suspended in 1873; the seminary exists for the present only in its library and property.

c Includes three professors in the German department.

* From Report of the Commissioner of Education for 1882-'83.

a Partially endowed.

TABLE XI.—Statistics of schools of theology for 1883-'84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			
						Resident professors and instructors.	Non-resident professors and lecturers.	Indwelling professors.	ships.
1	2	3	4	5	6	7	8	9	
117 Theological Seminary of the Reformed Church in the United States.	Lancaster, Pa.	1831	1825	Reformed.	Rev. E. V. Gerhart, D. D.	3	—	3	
118 Theological department of Lincoln University.	Lincoln University, Pa.	1871	1871	Presbyterian	Rev. Isaac N. Randall, D. D.	5	—	8	
119 Meadville Theological School.	Meadville, Pa.	1846	1844	Unitarian.	Rev. Abiel Abbot Livermore, A. M.	3	4	0	
120 Philadelphia Theological Seminary of St. Charles Borromeo.	Overbrook, Pa.	1838	1832	Roman Catholic.	Rev. William Kieran, D. D., vice-rector.	8	1	—	
121 Divinity School of the Protestant Episcopal Church in Philadelphia.	Philadelphia, Pa.	1862	1862	Prot. Episcopal.	Rev. Daniel R. Goodwin, D. D., LL. D., dean.	5	—	4	
122 Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	Philadelphia, Pa. (212 and 214 Franklin street).	0	1864	Ev. Lutheran.	Rev. Charles W. Schaeffer, D. D., chair- man.	4	—	4	
123 Missionary Institute.	Schmids Grove, Pa.	1858	1856	Ev. Lutheran.	Rev. P. Born, D. D., superintendent.	2	0	1	
124 Augustinian Monastery of St. Thomas of Villanova.	Villanova, Pa.	1848	1842	Roman Catholic.	Rev. Thomas C. Middleton, D. D., O. S.	5	2	0	
125 Benedict Institute.	Columbia, S. C.	—	1870	Baptist.	Rev. C. E. Becker, A. M.	2	—	—	
126 Theological department of Allen University.	Columbia, S. C.	—	1881	At. Meth. Epis.	Rev. James C. Waters, D. D.	2	—	—	
127 Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	Columbia, S. C.	1832	1829	Presbyterian	Rev. C. R. Hemphill, senior professor.	2	—	—	
128 Baker Theological Institute (Cladlin University).	Orangeburg, S. C.	—	—	Meth. Episcopal.	Rev. L. M. Duntan, A. M., president of university.	—	—	—	
129 Theological School of Cumberland University.	Lebanon, Tenn.	1842	1833	Cumb. Presb.	Nathan Green, LL. D., chancellor.	4	2	—	
130 Theological department of Central Tennessee College.	Nashville, Tenn.	1867	1869	Congregational	Rev. E. M. Cravath, M. A.	1	—	0	
131 Theological department of Roger Williams University.	Nashville, Tenn.	1866	1866	Meth. Episcopal.	Rev. John Braden, D. D.	2	2	0	
132 Theological department of Vanderbilt University.	Nashville, Tenn.	1863	1865	Baptist.	Rev. D. W. Phillips, D. D.	—	9	0	
133 Theological department of Vanderbilt University.	Nashville, Tenn.	1872	1875	Meth. Epis. So.	Rev. A. M. Shipp, D. D., LL. D., dean	4	0	3	
134 Theological department of University of the South.	Sewanee, Tenn.	—	1876	Prot. Episcopal.	Rev. Trefair Hodgson, D. D., dean	4	4	0	
135 Theological department of Baylor University.	Independence, Tex.	1845	1866	Baptist.	Rev. William Carry Crane, D. D., LL. D.	2	10	—	
136 Theological department of Bishop Baptist College.	Marshall, Tex.	—	1861	Baptist.	Rev. S. W. Culver, A. M.	—	—	—	
137 Union Theological Seminary.	Hampden Sidney College, Va.	1867	1824	Presbyterian	Rev. B. M. Smith, D. D., LL. D., chairman.	1	0	4	

138	Richmond Institute.....	Richmond, Va.....	1876	1867	Baptist.....	Rev. Charles H. Corey, A. M., D. D.....	6	4	.....	61
139	Theological Seminary of the Evangelical Lutheran General Synod, South Virginia.....	Salem, Va.....	.....	1832	Lutheran.....	Rev. S. A. Repass, D. D.....	2	.....	.....	.....
140	Protestant Episcopal Theological Seminary of Virginia.....	Theological Seminary, Va.....	1854	1823	Prot. Episcopal.....	Rev. Joseph Packard, D. D., dean.....	6	1	4	.....
141	Mission House.....	Franklin, Wis.....	1868	1862	Reformed.....	Rev. H. A. Muchlmeyer, D. D.....	3	.....	.....	.....
142	Lutheran Theological Seminary of the Synod of Wisconsin.....	Milwaukee, Wis.....	1867	1878	Ev. Lutheran.....	Rev. Ad. Hoenecke.....	1	2	0	.....
143	Nashotah House.....	Nashotah, Wis.....	1847	1845	Prot. Episcopal.....	Rev. Arel D. C. le D. D.....	4	3	1	.....
144	Seminary of St. Francis of Sales.....	St. Francis, Wis.....	0	1856	Roman Catholic.....	Very Rev. A. Zeininger.....	12	.....	.....	.....
145	Theological department of Howard University.....	Washington, D. C.....	1867	1870	Non-sect.....	Rev. William W. Patton, D. D., LL. D.....	6	.....	1	.....
146	Wayland Seminary.....	Washington, D. C.....	.....	1865	Baptist.....	Rev. G. M. P. King, A. M.....	3	.....	.....	.....

^a From Report of the Commissioner of Education for 1882-'83.

^a Reopened in 1882, after having been closed several years.

^b Also one partially endowed.

	88	39	18	3	35	15,000	5,000	25,000	121,000	9,000	May.
27 Baptist Union Theological Seminary.....	11			2							
28 Union Biblical Institute*.....											
29 Jubilee College.....	36	1	17	2	1,500	3,000		15,000			June.
30 Augustana Theological Seminary.....	211		20	5	2,653	2,000		30			June 15.
31 Concordia Seminary.....	12	0	5	3	8,000	0		0			May 22.
32 Wheaton Theological Seminary.....	41			3	35						June.
33 School of Theology of De Pauw University.....	8	1		3	37	217	25	75	46,000	14,000	
34 Berean Theological Seminary.....				3	40	7,600	200	150	0	0	
35 St. Meinrad's Ecclesiastical Seminary.....				3	40						
36 Norwegian-Danish Augustana Seminary.....	12			3	36	(f)	(f)	(f)	(f)	(f)	June 17.
37 Theological department of Grinnell College.....	4	2	a3	2					26,204	13,342	
38 German Presbyterian Theological School of the North-west.....	19										
39 German College.....	24			3	40	(f)	(f)	(f)	(f)	(f)	June 10.
40 Bible department of Oskaloosa College*.....	7			2, 4	40				10,000	800	June 14.
41 Danville Theological Seminary.....	5	0	1	3	33	6,100		4	132,235	9,819	Apr. 120.
42 College of the Bible.....	74	0	a4	4	40	2,500	500		10,000	mi, 1,000	June.
43 Preston Park Theological Seminary.....			a16	2	42	8,000					June 24.
44 Southern Baptist Theological Seminary.....	113	1	10	3-4	40	9,000	1,500	200	210,000	12,000	June 1.
45 Theological department of State University.....	20		a2								May 17.
46 Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky.....	0	0	0			5,000			17,000	1,000	
47 Gilbert Haven School of Theology (New Orleans University).....											
48 Theological department of Leland University*.....	21										
49 Theological department of Straight University.....	20	0	a1	3	35	(f)					May.
50 Bangor Theological Seminary.....	29		4	3	36	13,500					June 3.
51 Bates College Theological School.....	21	9	3	3	37a	2,800	100	800	199,600	13,141	June 24.
52 Genesee Biblical Institute.....	165	0		3	39	200	0	125	0	0	
53 Theological Seminary of St. Sulpice and St. Mary's University.....	a170		a25	3	40	(26,000)					June 23.
54 Theological department of Mt. St. Mary's College.....	123		a8	7		10,000		*50,000			
55 Scholasticate of the Congregation of the Most Holy Redeemer, Mt. St. Clement.....	48			6	46						July 24.
56 Westminster Theological Seminary.....	20	0	1	3	30	500	50	25		1,200	May 5.
57 Andover Theological Seminary.....	29	13	a10	3	40	41,500	15,000	884	825,000	50,000	June 11.
58 Boston University School of Theology.....	75	14	a15	3	37						June 3.
59 Divinity School of Harvard University.....	18	3	a6	3	37	16,400		50	364,877	125,848	June 24.
60 Episcopal Theological School.....	25	1	a3	3	38	3,500		500	125,000	7,500	
61 Tufts College Divinity School.....	26	2	4	4	40	(f)	(f)	(f)			June.

* From Report of the Commissioner of Education for 1882-'83.
 a Graduates of 1883.
 b Amount received from collections in churches.
 c In 1881.
 d Includes amount received from students' fees, donations, &c.
 e For all departments.
 f Reported with classical department (see Table IX).
 g Value of school building.
 h In real estate.
 i In 1883.

j All instruction expended for some years; the college exists only in name and in the possession of its library and buildings.
 k Receipts from all sources.
 l This seminary is a step school.
 m Also \$1,500 from the university and church contributions.
 n This institution exists only in name and in the possession of a valuable library and productive funds.
 o Students in philosophy and theology.
 p Number raised to the priesthood during the year.
 q Number receiving orders during the year.

TABLE XI.—*Statistics of schools of theology for 1883-'84, &c.—Continued.*

Name.	Students.				Number of years in full course of study.				Library.				Property, income, &c.			Date of next commencement.	
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1884.	10	11	12	13	14	15	16	17	18	19	20		21
1																	22
62 Newton Theological Institution	50		26	13	3	37	1,800							\$135,269	\$475,628	\$19,365	June 12.
63 New Church Theological School	8				3	31									24,120	\$41,066	May 14.
64 School of Theology (Adrian College)	13				3	39									(b)	(b)	June 25.
65 Theological department of Hillsdale College	38	5	3	5	3	38	7,200			253				(b)	33,352	2,160	June 18.
66 Seabury Divinity School	13	1			3	40	3,500			50				60,000	110,000	8,000	June 9.
67 Augsburg Seminary	(18)			5	3	35	4,500							40,000	50,000	4,000	June 7.
68 Red Wing Norwegian Evangelical Lutheran Seminary	18	12			3	33	4,500			300				30,000			May 30.
69 St. John's Seminary	23																May 15.
70 Jackson College					3	36											June 10.
71 St. Vincent's College and Theological Seminary ^a	7	1		1	5	40	5,000	500		50					40,000		
72 Jeremiah Vardeman School of Theology in William Jewell College	36			2			(b)	(b)									
73 Concordia College (Seminary)	72				3	42	5,400							140,000			
74 Theological department of Central Wesleyan College	34	0	0	24	3	42	(b)	(b)						(b)	0	8,500	June 11.
75 German Congregational Theological Seminary	15	0	0	3	4	35	700	50		150						700	June 26.
76 Theological Institute	39	0	0		3	36	1,500							15,000		1,000	June 11.
77 German Theological School of Newark, N. J.	25	0	0	d2	3	35	18,000							270,000	236,000	14,759	May 21.
78 Drew Theological Seminary	90	2	30	d23	3	34	36,831	6,125		601				350,000	373,000	20,000	May 19.
79 Theological Seminary of the Reformed (Dutch) Church in America.	28	0	26	17	3	34	41,000	15,000		1,695				374,000	919,015	51,924	May 13.
80 Theological Seminary of the Presbyterian Church	140	3	125	43	3	34	(e)							0	33,000	1,300	June 17.
81 Diocesan Seminary of the Immaculate Conception	32	0	31	d4	4	42	(5,599)							205,000			June 24.
82 St. Bonaventure's Seminary	70	10		d3	6	42	14,000							200,000	431,387	26,001	
83 Auburn Theological Seminary	46		35	11	3	36	8,500	750		75				40,000	104,000	5,300	June 27.
84 Canton Theological School	18		d5	d3	3	39	(j)			(j)				80,000	47,500	2,850	June 20.
85 Hamilton Theological Seminary ^a	46		25	12	3	40	(j)			(j)				(j)	(j)	(j)	June 24.
86 Hartwick Seminary, theological department	12	0	1	2	3	39	(j)			(j)				(j)	(j)	(j)	

87	Newburgh Theological Seminary ^h .	82	1	68	d12	3	37	3,500	225	188	25,000	384,153	12,546	May 21.
88	General Theological Seminary of the Protestant Episcopal Church.	110	10	31	3	34	48,930	45,978	7,340	50,000	600,000	50,000	May.	
89	Rochester Theological Seminary.	437	0	34	223	3	36	20,182	200	566	123,577	24,710	May 13.	
90	Christiana Biblical Institute.	17	0	3	d3	3	34	1,900	200	45	40,000	19,000	1,100	May 6.
91	Summary of Our Lady of Angels.	58	7	7	d3	6	40	6,000	(b)	200	(b)	(b)	(b)	
92	St. Joseph's Provincial Seminary.	122	7	d3	43-5	3	34	8,500	(b)	200	(b)	(b)	(b)	
93	Theological department of Middlebury University.	7	0	5	3	3	34	(b)	(b)	200	(b)	(b)	(b)	May.
94	Theological department of Concordia College.	5												
95	Theological department of Shaw University.	33	0	0	0	3	40	6,500	1,000	50	12,000	290,000	14,000	June 17.
96	Theological department of Trinity College.	40												
97	Theological department of German Wallace College.	37	1	27	5	3	34	13,500	200	50	100,000	290,000	14,000	May 7.
98	St. Charles Borromeo Theological Seminary.	37	1	27	5	3	34	13,500	200	50	100,000	290,000	14,000	May 7.
99	Lane Theological Seminary.	(28)												
100	St. Mary's Theological Seminary.	41	18	13	d11	3	32	2,000	30	30	30,000	80,000	6,023	June 24.
101	German Lutheran Seminary.	27	5	6	3	3	36	7,000						May.
102	Union Biblical Seminary.	40												
103	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.	14												
104	Department of Theology (Oberlin College).	10	8	d5	5	23	40	3,000	1,000	25				June 20.
105	Wittenberg Seminary.	13	0	10	5	3	30	(b)						
106	Heidelberg Theological Seminary.	3												
107	Theological department of Urbana University.	22	21	5	3	28	4,000	2,000	25	15,000	70,000	5,000	5,000	March 28.
108	Theological Seminary of Wilberforce University.	34	0	33	10	3	28	3,650	50	75,000	123,000	7,382	7,382	March 20.
109	United Presbyterian Theological Seminary of Xenia.	53	8	17	3	32	20,000	1,200	3,162	150,000	400,000	22,500	22,500	April.
110	Theological Seminary of the United Presbyterian Church.	100												
111	Western Theological Seminary of the Presbyterian Church.	20	0	0	6	40	5,000	25	8,000	45,000	2,500	2,500	2,500	June 25.
112	Theological course in St. Vincent's College.	2	30	8	3	39	11,000	900	75	70,000	91,000	5,300	5,300	June 25.
113	Moravian Theological Seminary.	37	30	8	3	39	11,000	900	75	70,000	91,000	5,300	5,300	June 25.
114	Theological department of Ursinus College.	20	18	d9	3	38	10,000							May 1.
115	Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.	20	18	d9	3	38	10,000							
116	Theological Seminary of the Reformed Church in the United States.	20	18	d9	3	38	10,000							
117	Theological Seminary of the Reformed Church in the United States.	20	18	d9	3	38	10,000							
118	Theological department of Lincoln University.	20	18	d9	3	38	10,000							
119	Meadville Theological School.	18	2	1	d6	3	38	15,000	1,000	17,000	120,000	7,000	7,000	June 12.
120	Philadelphia Theological Seminary of St. Charles Borromeo.	92	4	d4	3	37	8,000	300	300					
121	Divinity School of the Protestant Episcopal Church in Philadelphia.	12	4	d4	3	37	8,000	300	300					
122	Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	53	8	d4	3	35	16,000	16,000						
123	Missionary Institute.	10	0	4	3	39								May 31.

^a From Report of the Commissioner of Education for 1882-'83.

^b Income from all sources for current expenses.

^c Number entering the ministry during 1883.

^d Graduates of 1883.

^e Included in report of Seton Hall College (Table IX), of which this seminary is a department.

^f In common with that of Madison University (see Table IX).

^g Reported with academic department (see Table V).

^h Instruction suspended in 1878; the seminary exists for the present only in its library and property.

ⁱ Including 41 students in German department.

^j Number raised to the priesthood during the year.

^k Includes 10 students in philosophy and 6 in classics.

^l Joint property of seminary and college department.

* From Report of the Commissioner of Education for 1882-83.
 † In common with that of Madison University (see Table IX).
 ‡ Reported with academical department (see Table VI).
 § Included in report of Seton Hall College (Table IX), of which this seminary is a department.
 ¶ Number raised to the priesthood during the year.
 †† Number raised to the priesthood and 6 in classics.
 ‡‡ Some property of seminary and college department.

††† Some property of seminary and college department.

††† Some property of seminary and college department.

TABLE XI.—Statistics of schools of theology for 1883-'84, &c.—Continued.

Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1884.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
1	10	11	12	13	14	15	16	17	18	19	20	21	22
124	21					40							June 24.
125	41				3	36	1,500		100	\$45,000			May 27.
126					3								
127	28				3		23,000						
128	20			9	2	38					\$40,000		June 4.
129	27	0	0	0	3	42	(a)	(a)	(a)	(a)	1,000		May 21.
130	10	0	0	b2	3	36	(a)	(a)	(a)	80,000	0	\$0	May 21.
131	29	0	0		2	37	65				2,000	200	May 28.
132	64	5	4	b1	4	36	2,500	500	100	35,000	(a)	(a)	
133	15				40	40	(a)	(a)	(a)	(a)			
134	11				34	37	600		442	50,000	251,740	15,500	May 28.
135	17	0	40	9	3	37	12,200		200	25,000	3,000		May 6.
136	48	6	6	b14	3	36	3,000						May.
137	66			b3	3	40	500				24,000	1,600	June 5.
138	9				3								
139					3	40	12,000		200				June 25.
140	38			15	3	38			90				June 26.
141	15		10	7	3	38	2,720	60	50	14,000			June.
142	8	12	10	30	3	40	(1,200)						June 29.
143	14		8	5	3	42	7,500	1,000		100,000	55,000	3,000	
144	260				9	42	14,000	1,000	7,000	100,000	(a)	(a)	
145	39				3	33						2,000	May 26.
146	35			14	3	32	(c)						May 27.

* From Report of the Commissioner of Education for 1882-'83.

b Graduates of 1883.

c Reported with classical department (see Table IX).

e Reported with normal department (see Table III).

TABLE XI.—*Memoranda.*

Name.	Location.	Remarks.
Theological School.....	Denver, Colo.....	See Matthews Hall.
Biblical department of Indiana Asbury University.	Greencastle, Ind.....	Name changed to School of Theology of De Pauw University.
Kentucky Normal and Theological Institute.	Louisville, Ky.....	Name changed to State University; see Theological department of State University.
School of Theology in Bethel College..	Russellville, Ky.....	No longer in existence.
Theological department, New Orleans University.	New Orleans, La.....	Now named Gilbert Haven School of Theology.
Theological department of Western Maryland College.	Westminster, Md....	See Westminster Theological Seminary.
Natchez Seminary.....	Natchez, Miss.....	Removed to Jackson and name changed to Jackson College.
Biblical department, Ashland College..	Ashland, Ohio.....	Not a distinct department.
Theological department of Wittenberg College.	Springfield, Ohio....	See Wittenberg Seminary; identical.
Nashville Normal and Theological Institute.	Nashville, Tenn.....	Name changed to Roger Williams University; see Theological department of Roger Williams University.
Theological department of Burritt College.	Spencer, Tenn.....	Not a distinct department.

List of institutions from which no information has been received.

Name.	Location.
Berkley Divinity School.....	Middletown, Conn.
Theological department of St. Viateur's College.....	Bourbonnais Grove, Ill.
German Theological Class in Carthage College.....	Carthage, Ill.
Theological department of Shurtleff College.....	Upper Altou, Ill.
Theological Seminary.....	New Orleans, La.
Woodstock College.....	Woodstock, Md.
Bishop Green Associate Mission and Training School.....	Dry Grove, Miss.
Theological School of Westminster College.....	Fulton, Mo.
De Lancey Divinity School.....	Geneva, N. Y.
St. Andrew's Divinity School.....	Syracuse, N. Y.
Mt. St. Mary's Seminary.....	Cincinnati, Ohio.
St. Vincent's Seminary.....	Philadelphia, Pa.
The Crozer Theological Seminary.....	Upland, Pa.
Luther Seminary.....	Madison, Wis.

TABLE XII. — *Statistics of schools of law for 1883-'84; from replies to inquiries by the United States Bureau of Education.*

Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
					Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1884.
1	2	3	4	5	6	7	8	9	10
1 Law School of University of Alabama.....	Tuscaloosa, Ala.....	1832	1873	B. B. Lewis, LL. D., president of university.	3	0	19	9	2
2 College of Law, Little Rock University.....	Little Rock, Ark.....	1853	1883	J. C. Wells, dean.....	(12)				36
3 Hastings College of the Law (University of California),*.....	San Francisco, Cal.....	1878	1878	S. Clinton Hastings, dean.....	2		136	20	
4 Law department of Yale College.....	New Haven, Conn.....		1824	Rev. Noah Porter, D. D., LL. D., president; Francis Wayland, LL. D., dean.	(17)		69	42	36
5 Law department in University of Georgia.....	Athens, Ga.....	1785	1867	Rev. P. H. McIl, D. D., LL. D., chancellor.	4	0	10	3	9
6 Law department of Mercer University*.....	Macon, Ga.....	1874	1874	Clifford Anderson, chairman of faculty.	3				
7 Law department, Emory College.....	Oxford, Ga.....			J. M. Pace, professor.....	1				
8 Bloomington Law School (Illinois Wesleyan University).....	Bloomington, Ill.....	1853	1874	Reuben M. Benjamin, LL. D., dean.....	6		16		6
9 Union College of Law of Chicago and Northwestern Universities.....	Chicago, Ill.....	0	1859	Henry Booth, LL. D., dean.....	5	0	139	35	
10 Law department of McKendree College.....	Lebanon, Ill.....	1835	1860	Henry H. Horner, A. M., dean.....	1	3	14	4	9
11 Law department of Chadlock College.....	Quincy, Ill.....	1878	1880	Harvey C. DeMotte, Pitt. D., president.....	8	0	15		6
12 Law department, De Pauw University.....	Greencastle, Ind.....		1884	Alexander C. Downey, LL. D., dean.....	5	1			
13 Iowa College of Law (Drake University).....	Des Moines, Iowa.....	1881	1881	George T. Carpenter, A. M., chancellor; A. H. McVey, dean.	13	3	19	8	16
14 Law department, State University of Iowa.....	Iowa City, Iowa.....	1847	1865	Lewis W. Ross, A. M. (ex officio dean).....	4	5	132	33	104
15 Keokuk College of Law.....	Keokuk, Iowa.....			Joseph G. Anderson, dean.....	(19)		21		
16 Law School, University of Kansas.....	Lawrence, Kans.....		1878	Rev. J. A. Lippincott, president; J. W. Green, A. B., dean.	3	4	24	2	8
17 Law department of University of Louisville*.....	Louisville, Ky.....	1846	1846	Isaac Caldwell, president; James S. Pirtle, secretary.					20
18 Law department, Straight University.....	New Orleans, La.....	1870	1870	Alfred Shaw, dean.....	5		55		6
19 Law department, University of Louisiana b.....	New Orleans, La. (box 1915).....	1847	1847	William Francis Mellon, dean.....	4	0	20		10

		1812	1815	George W. Dobbin, LL. D., dean	7	53	25	15
20	School of Law of the University of Maryland, Baltimore, Md	.....	.....	.....	.....	.....	.....	.....
21	Law School of the University of Maryland, Baltimore, Md	.....	.....	.....	.....	.....	.....	.....
22	Law School of Harvard University, Cambridge, Mass	.....	.....	.....	.....	.....	.....	.....
23	Law department, University of Michigan, Ann Arbor, Mich	.....	.....	.....	.....	.....	.....	.....
24	Department of Law, University of Mississippi, Oxford, Miss	.....	.....	.....	.....	.....	.....	.....
25	Law department, State University of Mississippi, Columbus, Mo	.....	.....	.....	.....	.....	.....	.....
26	Law department, Nebraska Wesleyan University, Fallerton, Nebr	.....	.....	.....	.....	.....	.....	.....
27	Albany Law School, Union University, Albany, N. Y	.....	.....	.....	.....	.....	.....	.....
28	Law School of Hamilton College*, Clinton, N. Y	.....	.....	.....	.....	.....	.....	.....
29	Columbian College Law School, Washington, D. C	.....	.....	.....	.....	.....	.....	.....
30	Department of Law, University of the City of New York, New York, N. Y	.....	.....	.....	.....	.....	.....	.....
31	University Law School (University of North Carolina), Chapel Hill, N. C	.....	.....	.....	.....	.....	.....	.....
32	Law department, Rutherford College, Rutherford, N. C	.....	.....	.....	.....	.....	.....	.....
33	Law School of the Cincinnati College, Cincinnati, Ohio	.....	.....	.....	.....	.....	.....	.....
34	Law department of Lafayette College, Easton, Pa	.....	.....	.....	.....	.....	.....	.....
35	Law department, University of Pennsylvania, Philadelphia, Pa	.....	.....	.....	.....	.....	.....	.....
36	Law department of Allen University, Columbia, S. C	.....	.....	.....	.....	.....	.....	.....
37	Law School of Cumberland University, Lebanon, Tenn	.....	.....	.....	.....	.....	.....	.....
38	Law department, Central Tennessee College, Nashville, Tenn	.....	.....	.....	.....	.....	.....	.....
39	Law department, Vanderbilt University, Nashville, Tenn	.....	.....	.....	.....	.....	.....	.....
40	Law department, University of Texas, Austin, Tex	.....	.....	.....	.....	.....	.....	.....
41	School of Law and Equity, Washington and Lee University, Lexington, Va	.....	.....	.....	.....	.....	.....	.....
42	Law School, University of Virginia, University of Virginia, Va	.....	.....	.....	.....	.....	.....	.....
43	Law department, West Virginia University, Morgantown, W. Va	.....	.....	.....	.....	.....	.....	.....
44	Law department, University of Wisconsin, Madison, Wis	.....	.....	.....	.....	.....	.....	.....
45	Law department of Georgetown University, Washington, D. C	.....	.....	.....	.....	.....	.....	.....
46	Law department of Howard University, Washington, D. C	.....	.....	.....	.....	.....	.....	.....
47	National University, law department, Washington, D. C	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1882-'83.

a University charter.

b By act of legislature of 1884, the University of Louisiana became Tulane University of Louisiana.

c Reorganized in 1880.

[illegible]

* From Report of the Commissioner of Education for 1942-43.
a With graduate course, 4 years.
b Reported with classical department (see Table IX).
c Has access to the State library containing over 10,543 law books alone.
d By act of legislature of 1884, the University of Louisiana became Tulane University of Louisiana.
e Income from all sources other than tuition.
f For residents of Michigan; for non-residents \$35.
g The law school library is now part of the consolidated college library.
h Admission fees; no tuition fee to residents.
i For the course, whether taken in one or two years.
j Matriculation fee.
k Also a post graduate course of one year.

TABLE XII. — *Memoranda.*

Name.	Location.	Remarks.
Law department, Indiana Asbury University	Greencastle, Ind.	Name changed to law department of De Pauw University.
Law department, University of Notre Dame.	Notre Dame, Ind.	No information received.
Course of law in Iowa Wesleyan University.	At Pleasant, Iowa.	No information received.
St. Louis Law School, Washington University.	St. Louis, Mo.	No information received.
Law School, Richmond College.	Richmond, Va.	Stopped.
Columbian University Law School.	Washington, D. C.	No information received.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1883-'84; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.			
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1884.	
1	1		2	3	4	5	6	7	8	9	10
I.—MEDICAL AND SURGICAL.											
1. Regular.											
1	Medical College of Alabama	Mobile, Ala.	1860	1869	William H. Anderson, M. D., dean	9	0	80	3	12	
2	Medical department of Arkansas Industrial University.	Little Rock, Ark.	1879	1879	P. O. Hooper, M. D.	15	0	29	3	13	
3	Cooper Medical College.	San Francisco, Cal.	1862	1859	Henry Gibbons, Jr., M. D., dean	15	0	71	10	15	
4	Medical department, University of California.	San Francisco, Cal.	1868	1872	Robert A. McLean, M. D., dean	(15)		58	5	15	
5	Woman's Medical College of the Pacific Coast.	San Francisco, Cal.	1861	1881	Mrs. M. P. Sawtelle, M. D., dean.						
6	Medical department of the University of Colorado.	Boulder, Colo.		(a)	Joseph A. Sewall, M. D., LL. D.	3	4	18			
7	Denver Medical College (University of Denver)	Denver, Colo.	1864	1881	Henry K. Steele, M. D., dean	18	0	30		5	
8	Medical department of Yale College.	New Haven, Conn.	1810	1813	Charles A. Lindsley, M. D., dean	(17)		31	9	9	
9	Atlanta Medical College.	Atlanta, Ga.	1854	1855	H. V. Miller, M. D., LL. D., dean	11		114		48	
10	Southern Medical College.	Atlanta, Ga.	1879	1879	William Perriu Nicolson, M. D., dean	13		105		27	
11	Medical College of Georgia (University of Georgia)	Augusta, Ga.	1828	1829	Edward Geddings, M. D., dean	13	0	85		37	
12	Chicago Medical College (Northwestern University).	Chicago, Ill.	1859	1859	Nathan Smith Davis, M. D., LL. D., dean.	24		114	23	41	
13	College of Physicians and Surgeons of Chicago	Chicago, Ill.	1861	1882	A. Reeves Jackson, A. M., M. D.	23	8	171	26	52	
14	Rush Medical College	Chicago, Ill.	1837	1843	J. Adams Allen, M. D., LL. D.	37		564	39	166	
15	Woman's Medical College of Chicago	Chicago, Ill.	1870	1870	William H. Byford, M. D., LL. D.	28		71	7	21	
16	Quincy College of Medicine (Chaddock College).	Quincy, Ill.	1882	1882	Charles R. S. Curtis, M. D., dean	11	1	10		4	
17	Hospital Medical College of Evansville.	Evansville, Ind.	1882	1882	Charles Knapp, M. D., secretary	(11)		11		2	
18	Medical College of Evansville b.	Evansville, Ind.	1845	1849	F. W. Achilles, M. D., secretary of faculty.	14	1	16		4	

19	Fort Wayne College of Medicine*	1870	1879	W. H. Golbrecht, M. D., dean	8	9	25	10
20	Central College of Physicians and Surgeons	1879	1879	W. S. Raymond, M. D., dean	(13)		28	13
21	Medical College of Indiana ^a	1878	1878	R. M. Todd, M. D., dean	16		164	43
22	Iowa College of Physicians and Surgeons	1882	1882	J. A. Blanchard, M. D., dean	11	3	19	8
23	Medical department of the State University of Iowa*	1847	1870	J. L. Pickard, LL. D., president; W. F. Peck, A. M., M. D., dean	7	5	162	6
24	College of Physicians and Surgeons	1849	1849	J. C. Hughes, M. D., dean	5	3	121	59
25	Hospital College of Medicine (Central University)	1874	1874	W. H. Bolling, M. D., dean	13		75	31
26	Kentucky School of Medicine	1849	1850	William H. Walchen, M. D., dean	12		175	56
27	Louisville Medical College	1868	1869	J. A. Ireland, M. D., dean	7	0	267	76
28	Medical department of the University of Louisville	1837	1837	J. M. Bodine, M. D., dean	13	0	197	84
29	Medical department of the University of Louisiana*	1835	1834	Tobias G. Richardson, M. D., dean	15	1	217	56
30	Medical School of Maine (Bowdoin College)	1820	1820	Alfred Mitchell, M. D., dean	2	6	99	33
31	Portland School for Medical Instruction ^c	1858	1858	Israel T. Dana, M. D.	11	0	31	12
32	College of Physicians and Surgeons	1872	1872	Thomas Opie, M. D., dean	10	14	414	127
33	School of Medicine (University of Maryland)	1812	1807	L. McLane Tiffany, M. D., dean	19		202	74
34	Woman's Medical College of Baltimore	1882	1882	William D. Booker, M. D., dean	17	0	22	5
35	College of Physicians and Surgeons	1883	1880	T. Haven Dearing, M. D., dean	11	8	46	6
36	Harvard Medical School (Harvard University)	1782	1782	Henry P. Bowditch, M. D., dean	(52)		243	59
37	Department of Medicine and Surgery (University of Michigan)	1837	1850	Alonzo B. Palmer, M. D., LL. D., dean	21	1	332	85
38	Detroit Medical College	1868	1868	H. O. Walker, M. D., registrar	(26)		75	25
39	Michigan College of Medicine	1879	1880	Henry F. Lyster, M. D.	15	1	52	27
40	Medical department of Minnesota College Hospital	1881	1881	F. A. Dunsmoor, M. D., dean	22	7	52	7
41	Medical School of the University of the State of Missouri*	1839	1845	S. S. Laws, A. M., M. D., LL. D., president; Joseph G. Norwood, M. D., LL. D., dean	8	3	35	7
42	Kansas City Medical College*	1881	1869	Edward W. Schauffer, M. D.	14	2	41	16
43	Medical department of the University of Kansas	1881	1881	John W. Elston, M. D., secretary	(18)		45	14
44	Northwestern Medical College of St. Joseph	1881	1881	Francis A. Simmons, M. D.	7	3	23	10
45	St. Joseph Medical College	1882	1882	Jacob Geiger, M. D., dean	(14)		35	6
46	Missouri Medical College	1840	1840	T. F. Previtt, M. D., dean	18	0	260	103
47	St. Louis College of Physicians and Surgeons	1879	1879	Louis Bauer, M. D., M. R. C. S., dean	14	0	57	27
48	St. Louis Medical College	1841	1842	J. S. B. Alleyne, M. D., dean	21		112	33
49	College of Medicine of the University of Nebraska (regular department)	1883	1883	Albert R. Mitchell, M. D., dean	(13)		15	3
50	Omaha Medical College	1881	1881	Robert R. Livingston, M. D.	10	7	20	4
51	New Hampshire Medical Institution (Dartmouth College)	1769	1796	Rev. S. C. Bartlett, D. D., LL. D., president; Carlton P. Frost, A. B., dean	3	9	73	42
52	Albany Medical College (Union University)	1839	1838	Thomas Hunt, A. D., LL. D., dean	14	2	149	43
53	Long Island College Hospital	1838	1880	Samuel G. Armour, M. D., LL. D., dean	21	1	116	37
54	Medical department, Niagara University	1883	1883	John Cronyn, A. B.	(50)		13	

* From Report of the Commissioner of Education for 1882-'83. ^a Severed its connection with Butler University in 1883. ^b Founded in 1845; reorganized in 1873.

^a Opened for instruction in anatomy and physiology in September, 1892; full faculty formed September, 1894.

^b Suspended after graduating its 1884 class.

^c This institution does not confer degrees.

^d At the regular session of the legislature in 1884 this university became Tulane University of Louisiana.

^e Under new name; institution originally chartered in 1862.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1883-'84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
					Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1884.
1	2	3	4	5	6	7	8	9	10
55 Medical department, University of Buffalo.....	Buffalo, N. Y.	1846	1847	Thomas F. Rochester, M. D., dean.	24	2	167	.....	63
56 Bellevue Hospital Medical College	New York, N. Y.	1861	1861	Isaac F. Taylor, M. D., president; Austin Flint, Jr., M. D., secretary.	27	1	434	.....	149
57 College of Physicians and Surgeons (Columbia College)*	New York, N. Y.	1807	1807	Alonso Clark, M. D., LL. D.	53	0	543	123	115
58 Medical department, University of the City of New York*	New York, N. Y.	.....	1841	Charles Finsler Pardee, M. D., dean.	27	.....	575	42	213
59 Woman's Medical College of the New York Infirmary	New York, N. Y. (28 Second ave.)	1864	1863	Emily Blackwell, M. D., dean	0	20	42	4	9
60 College of Medicine of Syracuse University.....	Syracuse, N. Y.	1875	1872	Frederick Hyde, M. D., dean	16	2	46	4	11
61 Medical School (University of North Carolina)*	Chapel Hill, N. C.	.....	1873	Thomas P. Parke, LL. D., president; Thomas W. Harris, LL. D., M. D., dean.	3	.....	12	.....	.....
62 Leonard Medical School (Shaw University).....	Raleigh, N. C.	1875	1882	Ray, H. M., trustee; A. M. H. D., dean.	4	1	21	.....	.....
63 Cincinnati College of Medicine and Surgery.....	Cincinnati, Ohio	1831	1831	R. C. Stockton, M. D., M. D., dean.	10	4	61	8	11
64 Cincinnati College of Ohio	Cincinnati, Ohio	1819	1819	W. W. Seely, M. A., M. D., dean	13	0	275	.....	100
65 Miami Medical College	Cincinnati, Ohio	1832	1832	William Chalmers, M. D., dean.	0	19	104	.....	93
66 Medical department of the University of Wooster*	Cleveland, Ohio	1864	1864	Leander Firestone, M. D.	13	4	46	4	16
67 Medical department of Western Reserve University	Cleveland, Ohio	.....	1882	Gustav C. E. Weber, M. D., LL. D., dean.	14	0	187	73	54
68 Columbus Medical College	Columbus, Ohio	1875	1875	D. N. Kinsman, M. D., dean.	9	7	77	3	35
69 Starling Medical College	Columbus, Ohio	1847	1847	Starling Lovins, M. D., dean	12	2	71	.....	25
70 Northwestern Ohio Medical College	Toledo, Ohio	1883	1883	Samuel S. Thorpe, M. D., dean	16	2	15	.....	1
71 Toledo Medical College	Toledo, Ohio	1883	1883	Jonathan Priest, M. D., secretary.	(12)	.....	33	.....	14
72 Medical department, Willamette University	Portland, Oreg.	1853	1866	E. P. Praser, M. D., dean	12	0	40	4	11
73 Jefferson Medical College.....	Philadelphia, Pa.	1826	1825	Roberts Bartholow, M. D., LL. D., dean.	19	.....	554	.....	215

74	Medical department, University of Pennsylvania.	Philadelphia, Pa.	1755	1765	Joseph Leidy, M. D., LL. D., dean.	53	386	101	101
75	Medico-Chirurgical College of Philadelphia.	Philadelphia, Pa.	1870	1881	William S. Stewart, A. M., M. D., dean.	21	1	22	7
76	Woman's Medical College of Pennsylvania.	Philadelphia, Pa.	1870	1870	Rachel L. Badley, M. D., dean.	15	125	20	20
77	Medical College of the State of South Carolina.	Charleston, S. C.	1822	1832	J. Ward Pringle, M. D., dean.	7	13	16	23
78	Memphis Hospital Medical College.*	Memphis, Tenn.	1878	1880	W. T. Rogers, M. D., dean.	0	0	100	35
79	Medical department of the University of Nashville.	Nashville, Tenn.	1878	1886	William T. Briggs, M. D., dean.	16			
80	Medical department of Vanderbilt University.*	Nashville, Tenn.	1873	1874	Thomas McCones, M. D., dean.	16	281		141
81	McHarg Medical Department of Central Tennessee College.	Nashville, Tenn.	1866	1876	G. W. Hubbard, M. D., dean.	0	31	1	8
82	Nashville Medical College, University of Tennessee.	Nashville, Tenn.	1876	1877	Duncan Eve, M. D., dean.	14	0	167	63
83	Medical department, University of Vermont.	Burlington, Vt.	1854	1854	A. P. Grinnell, M. D., dean.	8	11	230	30
84	Medical College of Virginia.	Richmond, Va.	1853	1853	M. L. James, M. D., dean.	(19)	91		101
85	Medical department, University of Virginia.	University of Virginia, Va.	1819	1825	James F. Harrison, M. D., chairman of faculty.	5	41		633
86	Medical department, Georgetown University.	Washington, D. C.	1815	1815	J. W. H. Lovejoy, M. D., dean.	(17)	34		14
87	Medical department of Howard University.	Washington, D. C.	1867	1867	Rev. William W. Patton, D. D., LL. D., president; Thomas E. Hood, M. D., dean.	11	0	89	5
88	National Medical College of Columbian University.	Washington, D. C.	1821	1822	A. F. A. King, A. M., M. D., dean.	16	0	78	15
89	California Medical College (Eclectic).	Oakland, Cal.	1878	1879	D. Madsen, M. D.	10			
90	Georgia Eclectic Medical College.	Atlanta, Ga. (48 Butler street).	1877	1877	Joseph Adolphus, M. D., dean.	7	157	31	3
91	Bennett College of Eclectic Medicine and Surgery.	Chicago, Ill. (511-513 State street)	1869	1868	Milton Jay, M. D., dean.	16		62	9
92	Indiana Eclectic Medical College.	Indianapolis, Ind.	1880	1880	L. Abbott, M. D., dean.	8	10	31	10
93	Iowa Medical College (Drake University).	Des Moines, Iowa.	1882	1882	J. G. Hill, M. D., dean.	8	6	654	7
94	American Medical College.	St. Louis, Mo.	1873	1873	George C. Pitzer, M. P., dean.	8	0	81	15
95	College of Medicine of the University of Nebraska (eclectic department).	Lincoln, Nebr.	1883	1883	Prof. William S. Latka, M. D.	23		16	1
96	Eclectic Medical College of the City of New York.	New York, N. Y. (19 E. 32d st.)	1865	1866	George W. Boskowitz, M. D., dean.	9	0	102	19
97	Eclectic Medical Institute.	Cincinnati, Ohio.	1845	1843	John M. Sandler, M. D.	9	0	251	83
98	3.— <i>Homoeopathic.</i>								
99	Hahnemann Medical College of San Francisco.	San Francisco, Cal.	1884	1884	C. B. Currier, M. D., dean.	18		25	7
100	Chicago Homoeopathic Medical College.	Chicago, Ill. (200 Michigan ave.)	1876	1876	R. N. Foster, A. M., M. D.	20	39	100	39
101	Hahnemann Medical College and Hospital.	Chicago, Ill. (381 and 2813 Cottage Grove avenue).	1855	1855	R. Ludlam, M. D., dean.	15	347	25	116
102	Homoeopathic medical department, State University of Iowa.*	Iowa City, Iowa.	1877	1877	J. L. Pickard, LL. D., president; A. C. Cowperthwaite, M. D., Prof. D., dean.	3	5	44	3
103	Boston University School of Medicine.	Boston, Mass. (25 Concord street)	1869	1873	Rev. William F. Warren, S. T. D., LL. D.; I. Tisdale Talbot, M. D., dean.	29		108	14
104	Homoeopathic Medical College, University of Michigan.	Ann Arbor, Mich.	1874	1875	T. P. Wilson, M. D., dean.	2	2	60	20

c For winter and spring terms.

* From Report of the Commissioner of Education for 1882-'83.

a Three are graduates in pharmacy.

b Includes 1 graduate in pharmacy.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1883-'84, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.			
					Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1884.	
I	2	3	4	5	6	7	8	9	10	11
104 Homœopathic Medical College of Missouri.	St. Louis, Mo.	1857	1858	C. W. Spalding, M. D.	12	0	43	—	19	
105 College of Medicine of the University of Nebraska (homœopathic department).	Lincoln, Neb.	1883	1883	Bartlett L. Paine, M. D.	(n6)	0	14	—	3	
106 New York Homœopathic Medical College.	New York, N. Y. (corner 23d street and Third avenue).	1859	1859	T. F. Allen, M. D., dean.	0	32	154	4	52	
107 New York Medical College and Hospital for Women.	New York, N. Y. (213 W. 54th st.).	1863	1863	Stephen Cutter, president; Clemence S. Lozier, M. D., dean.	0	21	48	—	8	
108 Fulte Medical College.	Cincinnati, Ohio (corner 7th and Mound streets).	1872	1872	J. M. Crawford, M. D., registrar.	(15)	—	65	—	16	
109 Homœopathic Hospital College.	Cleveland, Ohio.	1849	1849	J. C. Sanders, A. M., M. D., dean.	14	0	108	3	40	
110 Hahnemann Medical College of Philadelphia.	Philadelphia, Pa. (105 Filbert st.).	1848	1848	A. R. Thomas, M. D., dean.	17	1	151	18	41	
II.—DENTAL.										
111 Dental department, University of California*.	San Francisco, Cal.	—	1882	C. L. Goldard, A. M., D. D. S., dean.	17	6	23	0	8	
112 Indiana Dental College.	Indianapolis, Ind.	1879	1879	Junius E. Gravens, D. D. S., secretary.	5	1	34	—	20	
113 Dental department, Iowa State University.	Iowa City, Iowa.	—	1882	L. C. Ingersoll, A. M., D. D. S., dean.	(10)	—	31	—	13	
114 Baltimore College of Dental Surgery.	Baltimore, Md.	1889	1840	R. B. Winder, M. D., D. D. S., dean.	12	60	88	6	42	
115 Dental department of the University of Maryland.	Baltimore, Md.	1897	1882	Ferdinand J. S. Gorgas, A. M., M. D., D. D. S., dean.	16	10	86	46	36	
116 Boston Dental College.	Boston, Mass.	1868	1868	J. A. Follett, A. M., M. D., dean.	18	—	64	—	16	
117 Dental School of Harvard University.	Boston, Mass.	—	1868	Thomas H. Chandler, D. M. D., dean.	—	16	32	7	10	
118 Dental College of the University of Michigan.	Ann Arbor, Mich.	1874	1874	Jonathan Tatt, M. D., D. D. S., dean.	7	—	67	—	24	
119 Dental department, Minnesota College Hospital.	Minneapolis, Minn.	1881	1881	F. A. Dunsmoor, M. D., dean.	19	—	5	0	0	
120 Kansas City Dental College.	Kansas City, Mo.	1881	1881	Dr. J. K. Stark, dean.	12	2	11	1	—	
121 Missouri Dental College.	St. Louis, Mo.	1881	1886	H. H. Mudd, M. D., dean.	12	3	21	—	7	

1222	New York College of Dentistry.....	New York, N. Y. (245 E. 23d st.).....	1885	1866	Frank Abbott, M. D., dean.....	24	0	142	3	43
1223	Ohio College of Dental Surgery.....	Cincinnati, Ohio.....	1884	1845	Henry A. Smith, D. D., dean.....	5	7	160	30	
1224	Department of Dentistry, University of Pennsylvania.....	Philadelphia, Pa.....	1878	1875	William Pepper, M. D., LL. D. (ex officio president).....	(27)		88		
1225	Pennsylvania College of Dental Surgery*.....	Philadelphia, Pa.....	1854	1855	C. N. Peirce, D. S., dean.....					
1226	Philadelphia Dental College*.....	Philadelphia, Pa.....	1863	1868	James E. Garretson, M. D., D. S., dean.....	(28)		118	52	
1227	Dental department of the University of Tennessee.*.....	Nashville, Tenn.....	1878	1873	Robert Russell, M. D., D. S., dean.....	7	9	32	12	
1228	Dental Department of Vanderbilt University*.....	Nashville, Tenn.....	1874	1879	William H. Morgan, M. D., D. S., dean.....	(17)		33	1	14
III.—PHARMACEUTICAL.										
1229	California College of Pharmacy (University of California).....	San Francisco, Cal.....	1872	1872	William M. Searby, Ph. G., dean.....	4		265		
1230	Chicago College of Pharmacy.....	Chicago, Ill. (corner Michigan avenue and Van Buren street).....	1859	1860	N. Gray Bartlett.....	5		190		
1231	Iowa College of Pharmacy.....	Des Moines, Iowa.....	1873	1871	T. W. Shearer, M. D., professor.....	2		45	8	0
1232	Louisville College of Pharmacy.....	Louisville, Ky.....	1883	1871	Prof. Emil Scheffer, Ph. G.....	4	0	5	1	0
1233	Louisville School of Pharmacy for Women.....	Louisville, Ky.....	1884	1883	J. P. Barham, M. D., dean.....	3			9	
1234	Class in pharmacy of the medical department of the University of Louisiana.*.....	New Orleans, La.....			Tobias G. Richardson, M. D., dean.....					
1235	Maryland College of Pharmacy.....	Baltimore, Md.....	1841	1841	Joseph Roberts, president board trustees.....	3	0	106	32	
1236	Massachusetts College of Pharmacy.....	Boston, Mass.....	1852	1867	Henry Canning.....	4		144	14	
1237	School of Pharmacy of the University of Michigan.....	Ann Arbor, Mich.....	1868	1868	Albert B. Prescott, M. D., dean.....	11	0	77	3	87
1238	St. Louis College of Pharmacy.....	St. Louis, Mo. (6th street, near Spruce).....	1886	1865	James M. Good, Ph. G., dean.....	4		120	42	
1239	Albany College of Pharmacy (Union University).....	Albany, N. Y.....	1881	1881	Willis G. Tucker, M. D., Ph. G., Ph. D.....	3		27	13	
1240	College of Pharmacy of the City of New York.....	New York, N. Y. (208-213 E. 23d street).....	1831	1829	Ewen McIntyre, Ph. G.....	7	0	336	71	
1241	Philadelphia College of Pharmacy.....	Philadelphia, Pa.....	1822	1821	Dillwyn Parrish, president; John M. Maisch, Ph. A. R., dean.....	3	0	500		
1242	Department of Pharmacy, Vanderbilt University.....	Nashville, Tenn.....	1879	1883	N. T. Lupton, M. D., LL. D., dean.....	6		25	7	
1243	Department of Pharmacy, University of Wisconsin.....	Madison, Wis.....	1848	1883	Rev. John Bascom, D. D., LL. D.....	4		28		
1244	National College of Pharmacy*.....	Washington, D. C.....	1872	1872	W. G. Duckett.....	0	4	35	7	
1245	Pharmaceutical College of Howard University.....	Washington, D. C.....			Charles B. Purvis, M. D., secretary.....	5		4	1	

*From Report of the Commissioner of Education for 1892-'93.

b Class of 1883.

b Class of 1883.
c By an act of the legislature of 1884 this university has become the Tulane University of Louisiana.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for 1883-'84, &c.—Continued.*

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
I.—MEDICAL AND SURGICAL.													
1. Regular.													
1 Medical College of Alabama.....	3	20	500	75	—	\$5	\$25	\$75	\$150,000	\$0	\$0	\$4,000	March.
2 Medical department of Arkansas Industrial University.....	2, 3	20	100	500	—	5	25	50	15,000	0	0	750	February 27.
3 Cooper Medical College.....	3	20	200	—	—	5	40	130	100,000	0	0	7,141	November.
4 Medical department, University of California.....	3	36	—	—	—	5	40	2130	—	—	—	—	November.
5 Woman's Medical College of the Pacific Coast.....	3	20	—	—	—	5	30	50	—	—	—	—	—
6 Medical department of the University of Colorado.....	3	39	(50)	—	50	5	10	0	65,250	—	—	—	June 2.
7 Denver Medical College (University of Denver).....	3	18	—	—	—	5	30	25	—	—	—	—	March 27.
8 Medical department of Yale College.....	3	34	—	—	—	5	30	125	—	*30,995	*1,903	*4,195	June 22.
9 Atlanta Medical College.....	3	20	—	—	—	5	30	75	50,000	—	—	—	March 1.
10 Southern Medical College.....	2	20	—	—	—	5	30	75	20,000	—	—	4,500	March, 1st week.
11 Medical College of Georgia (University of Georgia).....	3	20	5,000	—	—	5	30	75	40,000	0	—	4,000	March 1.
12 Chicago Medical College (Northwestern University).....	3, 4	26	148	165	—	5	30	41,95,101	50,000	—	—	9,000	March 24.
13 College of Physicians and Surgeons of Chicago.....	3	21	—	—	—	5	30	50	75,000	—	—	10,000	March.
14 Rush Medical College.....	3	37	0	0	—	5	30	75	100,000	0	0	45,334	—
15 Woman's Medical College of Chicago.....	2, 3	31	—	—	—	5	30	50	20,000	5,000	500	—	April 21.

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
	Quincy College of Medicine (Chadlock College).	Hospital Medical College of Evansville.	Medical College of Evansville <i>d</i> .	Fort Wayne College of Medicine ^e .	Central College of Physicians and Surgeons.	Medical College of Indiana ^e .	Iowa College of Physicians and Surgeons.	Medical department of the State University of Iowa. [*]	College of Physicians and Surgeons.	Hospital College of Medicine (Central University).	Kentucky School of Medicine.	Louisville Medical College.	Medical department of the University of Louisville.	Medical department of the University of Louisiana. ^{a, b}	Medical School of Maine (Bowdoin College).	Portland School for Medical Instruction.	College of Physicians and Surgeons.	School of Medicine (University of Maryland).	Woman's Medical College of Baltimore.	College of Physicians and Surgeons.	Harvard Medical School (Harvard University).	Department of Medicine and Surgery (University of Michigan).	Detroit Medical College.	Michigan College of Medicine.	Medical department of Minnesota College Hospital.	Medical School of the University of the State of Missouri.	Kansas City Medical College ^e .
	2-3	3	3	2	3	2	2, 3	2, 3	3	3	3	3	3	3	3	3	2, 3	3	3	3	3, 4	3	3	3	3	2	2
	24	20	20	21	20	20	20	20	20	20	20	20	20	21	16	30	22	25	31	30	37	36	25	26	22	38	20
	0						300						2,000	1,000	4,000	100				2,100				100	175	300	
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
	863	365	365	365	365	365	365	365	365	365	365	365	365	365	365	365	365	365	365	365	365	365	365	365	365	365	365
March.																											
March 5, March 7.																											
June.																											
June 23.																											
March 3.																											
March 23.																											
March 15.																											
May 1.																											
May 23.																											
June 24.																											
June.																											
March 5.																											
February 23.																											
June 7.																											
March 6.																											

^a At the regular session of the legislature in 1884 this university became the University of Louisiana.

^b Estimated.

^c This institution does not confer degrees.

^d Including dissection fee.

^e Value of apparatus and furniture.

^f To residents of Michigan; non-residents \$25.

^g To residents of Michigan; non-residents \$55.

^h Also a recitation session of 13 weeks.

ⁱ Reported with classical department (Table IX).

^{*} From Report of the Commissioner of Education for 1882-'83.

^a No fee required for the third course.

^b Value of hospital building.

^c Examination fee.

^d Suspended after graduating its 1884 class.

^e Served its connection with Butler University in 1883.

^f Each candidate for graduation "must file a satisfactory certificate of having studied medicine for at least three years under a regular graduate or licentiate and practitioner of medicine in good standing."

^g Value of apparatus.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for 1883-'84, &c.—Continued.*

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of —				Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.		
1	11	12	13	14	15	16	17	18	19	20	21	22	23	
43 Medical department of the University of Kansas City.	2, 3	26				\$5	\$25	\$50					March 1.	
44 Northwestern Medical College of St. Joseph.	2	20				5	25	45					March 4.	
45 St. Joseph Medical College.	2, 3	22	*200	*1,500		5	35	35	\$30,000			\$1,000	March 10.	
46 Missouri Medical College.	2	20				5	20	70	50,000			25,000	March 5.	
47 St. Louis College of Physicians and Surgeons.	3	20	120	350		5	25	50	14,000	\$0		3,675	March 26.	
48 St. Louis Medical College.	3	20	1,500			5	0	90	40,000			12,000	June 25.	
49 College of Medicine of the University of Nebraska (regular department).	3	26						0					March 4.	
50 Omaha Medical College.	3	26	150	220		5	25	35	10,000				March 5.	
51 New Hampshire Medical Institution (Dartmouth College)	3	43	1,900		150	5	25	677	40,000	0	\$0	5,834	March 26.	
52 Albany Medical College (Union University).	3	25	5,000			5	25	100	70,000				June 25.	
53 Long Island College Hospital.	3	32	1,000			5	25	140	150,000	0	0	7,682	March 4.	
54 Medical department, Niagara University.	3, 4	25				5	25	60					February 27.	
55 Medical department, University of Buffalo.	2	22	1,050	1,500	50	5	25	100	65,000	0			March.	
56 Bellevue Hospital Medical College.	3	e23	0	0	0	5	30	140	290,000	0	0	43,435	May.	
57 College of Physicians and Surgeons (Columbia College).*	3	30				5	30	140						
58 Medical department, University of the City of New York.*	3	e22				5	30	140	181,500			18,769		
59 Woman's Medical College of the New York Infirmary.	3	34	92	46	42	5	30	115	23,000	0	0	2,673		

		3	34		5	25	100	22,000	0	0	4,000	June.
60	College of Medicine of Syracuse University.	3					(e)				1,000	April 1.
61	Medical School (University of North Carolina).*	2	40	500	150						3,000	February 27.
62	Leonard Medical School (Shaw University).	4	22								2,935	March, 1st week.
63	Cincinnati College of Medicine and Surgery.	3	20	500	225	0					0	February 4.
64	Medical College of Ohio.	3	20								20,000	February 25.
65	Miami Medical College.	3	22	0	0						0	March 10.
66	Medical department of the University of Wooster.	3	40								0	February.
67	Medical department of Western Reserve University.	3	24	3,000	3,000	150					14,000	April 13.
68	Columbus Medical College.	3	24								4,500	April.
69	Sterling Medical College.	3	24	2,000	1,000						500	May 1.
70	North Western Ohio Medical College.	3	26								9,000	March.
71	Toledo Medical College.	2, 3	32								3,200	February.
72	Medical department, Willamette University.	3	22	100	500						3,200	April 13.
73	Jefferson Medical College.	3	25		300						55,597	April.
74	Medical department, University of Pennsylvania.	3	28	5,640	5,800	600					2,842	May 1.
75	Medico-Chirurgical College of Philadelphia.	3	28								80,000	March.
76	Woman's Medical College of Pennsylvania.	3	25								5,009	March.
77	Medical College of the State of South Carolina.	3	20								6,000	February 23.
78	Memphis Hospital Medical College.*										650	February 26.
79	Medical department of the University of Nashville.*	(4)	20	300	500	50					12,000	February 24.
80	Medical department of Vanderbilt University.*	3	20								9,000	June 27.
81	McHerry Medical Department of Central Tennessee College.	3	32	350	2,600	50					130	February 26.
82	Nashville Medical College, University of Tennessee.	2	24	500	500						0	February 24.
83	Medical department, University of Vermont.	3	17	(j)							0	June 27.
84	Medical College of Virginia.	(4)	26								120	June 27.
85	Medical department, University of Virginia.		36								110	June 27.
86	Medical department, Georgetown University.	3	22								100	June 27.

* From Report of the Commissioner of Education for 1882-83.

a Examination fee.

b Lecture fees; for recitation term, \$40.

c In the regular winter session; the collegiate year embraces a period of nearly 9 months.

d Value of laboratory, college museum, and furniture.

e \$87.50 for the first year and \$50 for the second.

f Third course, \$15.

g From tuition only.

h Winter course of 20 weeks and spring course of 12 weeks.

i Two courses of lectures.

j Reported with classical department (see Table IX).

TABLE XIII. — *Statistics of schools of medicine, of dentistry, and of pharmacy for 1883-'84, &c.—Continued.*

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of —				Property, income, &c.				Date of next commencement.	
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.			
1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
87 Medical department of Howard University.	3	22	.....	.....	.....	\$10	\$30	\$20	.....	.....	.....	.....	.....	.....	.....
88 National Medical College of Columbian University.	3	20	.....	.....	.....	5	\$30	45, 65, 100	\$51,000	\$0	.....	.....	.....	.....	.....
2.— <i>Eclectic.</i>															
89 California Medical College (Eclectic)	3	24	.....	.....	.....	5	30	120	20,000	.....	.....	.....	2,710	.....	.....
90 Georgia Eclectic Medical College	2	21	47	.....	11	5	25	60	10,000	.....	.....	.....	3,650	.....	.....
91 Bennett College of Eclectic Medicine and Surgery.	3	26	500	300	100	5	25	50	75,000	.....	.....	.....	7,000	.....	.....
92 Indiana Eclectic Medical College	3	20	50	150	.....	5	25	40	.....	.....	.....	.....	455	.....	.....
93 Iowa Medical College (Drake University)	3	20	.....	.....	.....	5	25	25	.....	.....	.....	.....	1,500	.....	.....
94 American Medical College	3	20	.....	.....	.....	5	25	25	2,000	.....	.....	.....	6,500	.....	.....
95 College of Medicine of the University of Nebraska (eclectic department)	3	27	.....	.....	.....	5	.....	0	.....	.....	.....	.....	.....	.....	.....
96 Eclectic Medical College of the City of New York.	3	20	600	2,000	.....	5	30	50	45,750	0	\$0	5,302	.....	.....	.....
97 Eclectic Medical Institute	3	40	.....	.....	.....	5	25	\$150	80,000	0	.....	20,000	.....	.....	.....
3.— <i>Homoeopathic.</i>															
98 Hahnemann Medical College of San Francisco.	3	22	.....	.....	.....	5	40	\$125	.....	.....	.....	.....	.....	.....	.....
99 Chicago Homoeopathic Medical College.	3	28	500	400	.....	5	\$25	50	50,000	0	0	5,000	.....	.....	.....
100 Hahnemann Medical College and Hospital.	2, 3	20	.....	.....	.....	5	25	50	75,000	.....	.....	17,500	.....	.....	.....
101 Homoeopathic medical department, State University of Iowa.*	2, 3	20	300	.....	20	5	25	20	.....	.....	.....	.....	.....	.....	.....

	3, 4	37		5	30	125				June 3, June 25, March.
102 Boston University School of Medicine..	3	37		(f)	10	(f)				
103 Homoeopathic Medical College, University of Michigan.	3	36		5	25	50				
104 Homoeopathic Medical College of Missouri.	3	20		5		0				
105 College of Medicine of the University of Nebraska (homoeopathic department).	3	27		5						
106 New York Homoeopathic Medical College.	3	20	0	5	30	125	61,000	0	12,348	April 15.
107 New York Medical College and Hospital for Women.	3	24		5	10	60			2,237	April 1.
108 Tufts Medical College.	3	23		5	30	60				
109 Homoeopathic Hospital College.	3	24	500	5	30	60		0	7,000	
110 Hahnemann Medical College of Philadelphia.	3	26	2,000	5	30	100	200,000		13,000	April 1.
II.—DENTAL.										
111 Dental department, University of California.*	2	20	20	5	80	130	61,500	0	4,240	November 1.
112 Indiana Dental College.	1, 2	20		5	25	95	61,000		4,484	March 4.
113 Dental department, Iowa State University.	2			5	25	935				
114 Baltimore College of Dental Surgery.	2	20		5	30	100	10,000		7,800	March 5.
115 Dental department of the University of Maryland.	2	23		5	30	100	15,000		10,000	March 15.
116 Boston Dental College.	3	36	75	5	30	100			7,500	April 1.
117 Dental School of Harvard University.	3	43		0	0	50, 150, 200	0	0	5,437	June 24.
118 Dental College of the University of Michigan.	2, 3	23		(f)		(f)				March 25.
119 Dental department, Minnesota College Hospital.	3	20		5		50	(h)		275	February 28.
120 Kansas City Dental College.	2, 3	40		5	20	60	12,000		540	March 4.
121 Missouri Dental College.	2	40		5	0	80				March.
122 New York College of Dentistry.	2	20	0	5	30	100	0	0	14,872	March 1.
123 Ohio College of Dental Surgery.	2	20	(500)	5	25	75	15,000		6,000	March 1.
124 Department of Dentistry, University of Pennsylvania.	2		4,000	5	30	100			*11,657	
125 Pennsylvania College of Dental Surgery.*	2	22		5	30	400			8,000	March 2.
126 Philadelphia Dental College.*	2	21		5	30	400				
127 Dental department of the University of Tennessee.*	2	21	2,000	5	10	75	50,000	0	2,700	February 27.

* From Report of the Commissioner of Education for 1882-'83.

a Examination fee.

b Value of apparatus.

c Includes matriculation fee and demonstrator's ticket.

d For full course.

e The graduation fee of \$40 is the only fee required in the third year.

f Matriculation fee \$10 and annual tax \$25 to residents of Michigan; to non-residents, matriculation fee \$25 and annual tax \$35.

g For residents; non-residents, \$60.

h Belong to medical department of Minnesota College Hospital.

i For the course, including demonstrator's ticket.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1883-'84, &c.—Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
123 Dental department of Vanderbilt University.*	2	21				\$5	\$30	\$75					February '83.
III.—PHARMACEUTICAL.													
129 California College of Pharmacy (University of California).	2	25				5	10	45, 55					
130 Chicago College of Pharmacy	2	26	3, 000			4	5	36	\$9, 000				
131 Iowa College of Pharmacy	2	21											
132 Louisville College of Pharmacy	2	40	120	300	4	5	10	675	7, 200			\$1, 613	March, June 11.
133 Louisville School of Pharmacy for Women	2	40				5	5	50	\$1, 000	\$0		218	March '83.
134 Class in pharmacy of the medical department of the University of Louisiana.*	2	21						40					
135 Maryland College of Pharmacy	2	21				2	10	\$36	5, 000	4, 000	\$500	3, 000	March.
136 Massachusetts College of Pharmacy	2	29	3, 300	1, 000	50	4	10	80	(f)	(f)	(f)	(f)	April '22.
137 School of Pharmacy of the University of Michigan.	2, 3	38	(f)	(f)	(f)	(g)	10	(g)					June '23.
138 St. Louis College of Pharmacy	2	21	100	200		4	5	32, 36	c500			6, 000	March.
139 Albany College of Pharmacy (Union University).	2	20				3	10	30				1, 845	March 2.
140 College of Pharmacy of the City of New York.	2	22	1, 250		106	0	10	55	70, 000	0	0	20, 008	March.
141 Philadelphia College of Pharmacy	2	20				5	15	50	80, 000	0	0		February '20.
142 Department of Pharmacy, Vanderbilt University.	2	20				\$10	5	50					

TABLE XIV.—Summary of examinations for admission to the United States Naval and Military Academies for the year 1883.

States and Territories.	NAVAL ACADEMY.										MILITARY ACADEMY.									
	Number of candidates.	Number accepted.	Number rejected.								Number of candidates.	Number accepted.	Number rejected.							
			On what account.										On what account.							
			Total.	Physical disability.	For deficiency in—								Total.	Physical disability.	For deficiency in—					
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.					Withdrawn.	Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.
Alabama	3	3									1	1								
Arkansas	3	1	2				2		1	1		4	3	1			1		1	
California	2	2										3	3							
Colorado	1	0	1				1		1			0	0	0						
Connecticut	1	1										3	3							
Delaware	2	1	1	1								0	0	0						
Florida	1	0					1					1	1	1						
Georgia	4	2	1				1				1	4	2	2	1	1	2		1	1
Illinois	18	8	9	2		3	7	3	5	1	1	15	12	3	3		2			
Indiana	8	4	4	1		2	3	3	2			11	6	5	1		3	3	1	4
Iowa	7	5	2	1		1	1	1	1			6	4	2	2	1		1		1
Kansas	5	4	1			1	1	1	1			4	2	2		1	2			
Kentucky	5	1	4	1		2	1	1	2	1		5	3	2		2		1	1	1
Louisiana	2	2										2	1	1			1	1	1	1
Maine	1	0	1		1	1	1	1	1			1	1	1						
Maryland	5	4								1		3	3							
Massachusetts	7	5	2			1	1	1	2			5	5							
Michigan	7	2	4	1		3	3	1	3	1	1	5	3	2				2		2
Minnesota	5	3	2			1	1	1				3	2	2			1			
Mississippi	3	0	3			1	3		1	1		7	4	3			2	1	2	1
Missouri	6	6										10	8	2	2		2	1	1	2
Nebraska	1	0	1			1						2	1	1			1	1	1	1
Nevada	0	0	0									1	0	1	1	1	1	1	1	1
New Hampshire	1	0	1				1					0	0	0						
New Jersey	4	2										3	2							
New York	23	12	10	7			3	1	2	1	1	21	14	7	1	1	2	4	2	5
North Carolina	5	5										3	5	4			1	3	2	1
Ohio	18	10	8	2		4	3		2			15	12	3		1	1		1	1
Oregon	0	0	0									10	0	0						
Pennsylvania	19	10	9	4		1	5	2	2	1		18	16	2		1	1	1	1	
Rhode Island	1	1										1	1							
South Carolina	6	3	3			1	3	2	2	1		5	4	1			1			
Tennessee	4	2	2				2	2				8	5	3			2	1		1
Texas	11	5	5	1		2	4	2	2	1	1	10	5	5			2	1	4	3
Vermont	0	0	0									0	0	0						
Virginia	4	2	2				2		1	1		6	5	1				1		1
West Virginia	3	0	3			1	3	1	1	2		2	2							
Wisconsin	5	2	2			1	2	1	1		1	3	3							
Arizona	1	1										1	1							
Dakota	1	0	1			1	1			1		0	0	0						
District of Columbia	0	0	0									0	0	0						
Idaho	0	0	0									0	0	0						
Montana	0	0	0									1	0	1				1		
New Mexico	0	0	0									0	0	0						
Utah	1	1										1	0	1				1		1
Washington	1	0	1				1	1	1	1		0	0	0						
Wyoming	0	0	0									1	1							
Foreign	0	0	0									0	0	0						
At large	9	6	3				3	3		2	3	6	5	1				1		
Total	214	116	91	23		29	61	20	36	19	7	209	150	59	3	6	22	28	31	24

TABLE XIV.—Summary of examinations for admission to the United States Naval and Military Academies for the year 1884.

States and Territories.	NAVAL ACADEMY.										MILITARY ACADEMY.												
	Number of candidates.	Number accepted.	Number rejected.								Number of candidates.	Number accepted.	Number rejected.										
			Total.	On what account.									Total.	On what account.									
				Physical disability.	For deficiency in—									Physical disability.	For deficiency in—								
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.					Withdrawn.	Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.		
Alabama	6	3	3	1	..	1	2	1	2	2	..	1	0	1	1	1	..	1	1	1	1	1	1
Arkansas	3	2	1	..	..	..	1	..	..	..	..	3	2	1	..	1	1	1	1	1	1	1	1
California	3	2	1	..	..	..	..	1	1	..	..	3	3	..	..	..	..	..	..	..	..	..	..
Colorado	2	1	1	..	..	1	1	1	1	1	..	1	1	..	..	..	..	..	..	..	..	..	..
Connecticut	1	1	..	..	..	..	..	..	..	..	..	0	0	0	..	..	..	..	..	..	..	..	..
Delaware	0	0	0	..	..	..	..	..	..	..	..	2	2	..	..	..	..	..	..	..	..	..	..
Florida	2	2	..	..	..	..	..	..	..	..	..	0	0	0	..	..	..	..	..	..	..	..	..
Georgia	3	2	1	..	..	1	1	..	..	..	..	4	4	3	1	1	1	1	1	1	1	1	1
Illinois	9	7	2	..	1	1	..	2	..	..	1	8	5	3	1	1	1	1	1	1	1	1	1
Indiana	5	1	3	2	..	1	..	1	1	1	1	10	7	3	1	2	..	3	..	..	..	..	..
Iowa	4	3	1	..	..	1	1	1	1	1	..	3	2	1	..	..	1	1	1	1	1	1	1
Kansas	12	0	2	1	..	1	1	1	1	1	..	6	4	2	2	2	1	1	1	1	1	1	1
Kentucky	3	2	1	..	..	2	1	1	1	..	..	2	2	..	..	..	..	..	..	..	..	..	..
Louisiana	3	3	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..
Maine	4	1	3	1	..	1	1	1	1	..	..	0	0	0	..	..	..	..	..	..	..	..	..
Maryland	4	2	2	..	..	2	..	1	1	1	..	4	2	2	..	1	..	1	1	1	1	1	1
Massachusetts	6	3	3	2	..	..	1	..	..	..	..	6	4	2	..	2	..	..	1	1	1	1	1
Michigan	5	3	2	..	1	2	1	2	1	..	..	6	4	2	..	1	..	1	1	1	1	1	1
Minnesota	2	2	..	..	..	..	..	..	..	..	..	4	2	2	..	1	1	..	..	..	..	..	..
Mississippi	3	2	1	..	1	1	..	1	..	..	..	5	3	2	2	..	..	..	..	..	..	..	..
Missouri	6	3	3	..	..	2	2	2	1	..	..	3	2	1	..	..	..	..	..	..	..	..	1
Nebraska	2	2	..	..	..	..	..	2	1	..	..	2	1	1	1	..	..	..	..	..	..	..	..
Nevada	0	0	0	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..
New Hampshire	1	1	..	..	..	..	..	..	..	..	..	0	0	0	..	..	..	..	..	..	..	..	..
New Jersey	4	1	3	2	..	1	1	1	1	1	..	4	2	2	1	..	1	1	1	1	1	1	1
New York	23	15	7	2	..	2	5	2	4	2	1	14	9	5	1	1	2	1	3	1	1	1	1
North Carolina	2	0	2	2	..	..	..	..	..	..	..	5	3	2	..	..	2	1	3	1	1	1	1
Ohio	8	3	5	..	2	4	2	2	4	..	..	8	4	4	2	1	1	1	1	1	1	1	1
Oregon	1	1	..	..	..	..	..	..	..	..	..	0	0	..	..	..	..	..	..	..	..	..	..
Pennsylvania	8	5	3	..	..	3	2	3	1	..	..	12	11	1	..	..	1	..	..	..	..	..	..
Rhode Island	0	0	0	..	..	..	..	..	..	..	..	0	0	0	..	..	..	..	..	..	..	..	..
South Carolina	4	2	2	..	1	2	..	..	..	1	..	4	1	3	1	..	2	2	1	1	1	1	1
Tennessee	5	1	3	1	..	3	1	..	..	..	..	4	2	2	1	..	1	1	1	1	1	1	1
Texas	4	1	3	1	..	2	1	1	2	1	..	5	5	..	..	..	..	..	..	..	..	..	..
Vermont	1	0	1	..	1	1	..	..	..	..	..	3	2	1	1	1	..	..	..	..	..	..	..
Virginia	6	5	1	..	1	1	..	1	..	..	..	6	3	3	..	3	2	1	1	1	1	1	1
West Virginia	2	1	1	..	1	..	..	1	..	..	..	3	1	2	..	1	2	2	2	1	1	1	1
Wisconsin	4	2	2	..	1	1	1	..	..	..	..	3	3	..	..	..	..	..	..	..	..	..	..
Arizona	0	0	0	..	..	..	..	..	..	..	..	0	0	0	..	..	..	..	..	..	..	..	..
Dakota	1	1	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..
District of Columbia	0	0	0	..	..	..	..	..	..	..	..	0	0	0	..	..	..	..	..	..	..	..	..
Idaho	0	0	0	..	..	..	..	..	..	..	..	2	0	2	..	..	2	1	2	1	1	1	1
Montana	0	0	0	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..
New Mexico	0	0	0	..	..	..	..	..	..	..	..	0	0	0	..	..	..	..	..	..	..	..	..
Utah	0	0	0	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..
Washington	0	0	0	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..
Wyoming	0	0	0	..	..	..	..	..	..	..	..	0	0	0	..	..	..	..	..	..	..	..	..
Foreign	0	0	0	..	..	..	..	..	..	..	..	2	2	..	..	..	..	..	..	..	..	..	..
At large	10	6	4	3	..	1	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..
Total	164	93	68	16	..	13	42	20	80	17	3	155	104	51	9	6	13	21	15	20	14	14	14

TABLE XV.—PART 1.—*Degrees conferred in 1884 by universities, colleges, scientific*

[The following are the explanations of abbreviations used in Part 1 of this table: L. B., Bachelor of Science; B. C. E., Bachelor of Civil Engineering; C. E., Civil Engineer; B. Agr., Bachelor of Agriculture; Mining Engineer; D. E., Dynamic Engineer; B. Arch., Bachelor of Architecture; Ph. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.				A. B.	A. M.
		In course.	Honorary.	In course, L. B.		In course.	Honorary.
1	2	3	4	5	6	7	8
1 State Agricultural and Mechanical College, Auburn, Ala.	12	0	...	7	...	...	...
2 Howard College, Marion, Ala.	8	4	...	4	...	2	...
3 Spring Hill College, near Mobile, Ala.	15	...	...	9	...	1	...
4 Cane Hill College, Boonsboro', Ark.	4	...	...	4	...	...	...
5 Arkansas Industrial University, Fayetteville, Ark.	26	20	a11	2	...	...	17
6 Little Rock University, Little Rock, Ark.	3	...	...	...	...	...	...
7 College of St. Augustine, Benicia, Cal.	3	...	...	...	...	...	...
8 University of California, Berkeley, Cal.	c36	0	11	2	...	...	...
9 Pierce Christian College, College City, Cal.	4	...	...	3	...	...	...
10 University of Southern California, Los Angeles, Cal.	3	...	...	...	...	1	...
11 St. Ignatius College, San Francisco, Cal.	5	0	...	2	...	1	...
12 Santa Clara College, Santa Clara, Cal.	10	...	...	...	...	...	...
13 University of the Pacific, Santa Clara, Cal.	10	4	...	...	...	5	2
14 Hesperian College, Woodland, Cal.	e3	...	...	...	...	...	...
15 University of Colorado, Boulder, Colo.	1	0	...	...	...	...	...
16 Colorado College, Colorado Springs, Colo.	1	...	...	1	...	...	...
17 University of Denver, Denver, Colo.	6	1	...	1	...	...	1
18 State Agricultural College, Fort Collins, Colo.	3	...	...	...	...	...	...
19 State School of Mines, Golden, Colo.	2	0	...	...	...	...	...
20 Trinity College, Hartford, Conn.	28	1	...	f15	...	13	...
21 Storrs Agricultural School, Mansfield, Conn.	6	...	...	...	...	...	...
22 Wesleyan University, Middletown, Conn.	51	3	...	28	...	18	3
23 Yale College, New Haven, Conn.	277	10	...	148	...	3	3
24 Delaware College, Newark, Del.	14	2	i2	6	...	3	...
25 University of Georgia, Athens, Ga.	c46	...	...	...	...	...	...
26 Atlanta University, Atlanta, Ga.	4	...	...	3	...	1	...
27 Clark University, Atlanta, Ga.	1	0	...	1	...	...	...
28 Pio Nono College, Macon, Ga.	0	0	...	...	...	...	...
29 Emory College, Oxford, Ga.	33	3	...	27	...	6	...
30 Abingdon College, Abingdon, Ill.	5	1	k5	...	1	...	...
31 Hedding College, Abingdon, Ill.	14	2	...	3	...	6	...
32 Illinois Wesleyan University, Bloomington, Ill.	34	1	...	4	m7	...	...
33 St. Viator's College, Bourbonnais Grove, Ill.	2	...	...	2	...	...	...
34 University of Chicago, Chicago, Ill.	24	7	...	9	...	11	2
35 Eureka College, Eureka, Ill.	6	...	...	...	...	o5	...
36 Northwestern University, Evanston, Ill.	85	3	p8	10	...	18	1
37 Ewing College, Ewing, Ill. ....	...	1	...	...	...	1	...
38 Knox College, Galesburg, Ill.	40	...	...	12	...	5	...
39 Lombard University, Galesburg, Ill.	8	0	...	...	...	1	...
40 Irvington College, Irvington, Ill.	0	0	...	...	...	...	...
41 Illinois College, Jacksonville, Ill.	15	...	...	3	...	4	...
42 Lake Forest University, Lake Forest, Ill.	14	...	...	3	...	5	...
43 McKendree College, Lebanon, Ill.	33	5	...	4	...	6	1
44 Lincoln University, Lincoln, Ill.	7	...	r1	4	...	...	...
45 Monmouth College, Monmouth, Ill.	34	3	...	11	...	16	...
46 Northwestern College, Naperville, Ill.	8	...	s4	2	...	...	...
47 Chaddock College, Quincy, Ill.	16	2	...	...	...	2	...
48 Augustana College, Rock Island, Ill.	21	0	...	7	...	...	...
49 Illinois Industrial University, Urbana, Ill.	31	0	u12	1	...	...	...
50 Westfield College, Westfield, Ill.	6	...	...	1	...	3	...

a 10 of these are B. L. L. (bachelor of Latin letters).

b Includes 1 honorary M. D.

c As far as reported; this does not represent the whole number of degrees conferred by this institution in 1884.

d 5 of these are B. S. cum laude.

e Degrees not specified.

f 8 of these are A. B. cum honore.

g Certificates of graduation.

h Includes 6 "master of law."

i "Bachelor of literature."

j Honorary degree of C. E.

and other professional schools, and by schools for the superior instruction of women.

Letters; A. B., Bachelor of Arts; A. M., Master of Arts; Sc. B., Bachelor of Science; Sc. M., Master culture; B. M. E., Bachelor of Mining Engineering; M. E., Mining Engineer; C. & M. E., Civil and Philosophy; Ph. D., Doctor of Philosophy; Mus. B., Bachelor of Music; Mus. D., Doctor of Music; Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

conferred; indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.			Law.																
Sc. B.		Sc. M.		In course, B. C. E. & C. E.		In course, B. Agr.		In course, B. M. E. & M. E.		In course, B. Arch.		In course, C. & M. E.		In course, D. E.		Ph. B.		Ph. D.		In course, Mus. B.		Honorary, Mus. Dec.		In course, D. B.		Honorary, D. D.		In course, M. D.		In course, D. D. S.		In course, Ph. G.		In course, LL. B.		Honorary, LL. D.	
In course.	Honorary.	In course.	Honorary.													In course.	Honorary.	In course.	Honorary.																		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31															
2				3													3																		1		
2																																			2		
5																																			3		
1																																			4		
3																																			5		
8																																			6		
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3																																			29		
3																																			30		
3																																			31		
3																																					

3 are "bachelor of English literature" and 2 are "mistress of English literature."

7 "Master of philosophy."

6 in course and 1 on examination.

n Conferred on examination.

2 of these are "mistress of arts."

6 of these are masters' degrees.

These are S. T. D. (doctor of sacred theology).

This is M. L. L.

"Laureate of English literature."

Graduates in theology.

Includes 1 M. L.

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.				
		All degrees.				A. B.	A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
1		2	3	4	5	6	7	8
51	Wheaton College, Wheaton, Ill.	9					4	
52	The Indiana University, Bloomington, Ind.	21	4	9	10			
53	Wabash College, Crawfordsville, Ind.	19	4		13		2	2
54	Franklin College, Franklin, Ind.	7	3		3		3	
55	De Pauw (late Indiana Asbury) University, Greencastle, Ind.	33	5		32			
56	Hanover College, Hanover, Ind.	10	7		5			
57	Hartsville College, Hartsville, Ind.	3						
58	Butler University, Irvington, Ind.	20			10		2	
59	Purdue University, La Fayette, Ind.	10						
60	Moore's Hill College, Moore's Hill, Ind.	4	3		2			1
61	Elkhart College, Richmond, Ind.	10	0		4		1	1
62	Ridgeville College, Ridgeville, Ind.	3						
63	Iowa Agricultural College, Ames, Iowa	12	0					
64	Amity College, College Springs, Iowa	9						
65	Norwegian Luther College, Decorah, Iowa	15	0		11		4	
66	Drake University, Des Moines, Iowa	34	2		4		3	2
67	University of Des Moines, Des Moines, Iowa		2					2
68	Parsons College, Fairfield, Iowa	14	3		4		4	
69	Upper Iowa University, Fayette, Iowa		2					
70	Iowa College, Grinnell, Iowa	11	4		8		3	1
71	State University of Iowa, Iowa City, Iowa	201	0		6			
72	German College, Mount Pleasant, Iowa	4	2					2
73	Cornell College, Mount Vernon, Iowa	36	1		11		4	
74	Oskaloosa College, Oskaloosa, Iowa	3	2		1			2
75	Penn College, Oskaloosa, Iowa	4			3			
76	Central University of Iowa, Pella, Iowa	6	3		5			
77	Tabor College, Tabor, Iowa	4			1			
78	Western College, Toledo, Iowa	9	2		1		2	
79	St. Benedict's College, Atchison, Kans.	1						
80	Baker University, Baldwin City, Kans.	10	3		4		1	1
81	Highland University, Highland, Kans.	5	6		4			
82	University of Kansas, Lawrence, Kans.	37	1		10		2	
83	Kansas State Agricultural College, Manhattan, Kans.	17						
84	Ottawa University, Ottawa, Kans.	0	0					
85	St. Mary's College, St. Mary's, Kans.	0	0					
86	Washburn College, Topeka, Kans.	5	0				1	
87	St. Joseph's College, Bardstown, Ky.		2					1
88	Berea College, Berea, Ky.	1			1			
89	Ogden College, Bowling Green, Ky.	1	0		1			
90	Centre College, Danville, Ky.	27	4		15		10	1
91	Eminence College, Eminence, Ky.	4						
92	Kentucky Military Institute, Farmdale, Ky.	16	1					
93	Georgetown College, Georgetown, Ky.	20	0		13	1		
94	Agricultural and Mechanical College of Kentucky, Lexington, Ky.	6	3		1			
95	Kentucky University, Lexington, Ky.	1	0		1			
96	Kentucky Wesleyan College, Millersburg, Ky.	6			1		1	
97	Central University, Richmond, Ky.	43	4		8			1
98	Bethel College, Russellville, Ky.	7			4		2	
99	Louisiana State University and Agricultural and Mechanical College, Baton Rouge, La.	11			4			
100	Centenary College of Louisiana, Jackson, La.	8			2			
101	College of the Immaculate Conception, New Orleans, La.	7			5		2	
102	Leland University, New Orleans, La.	4			1			
103	New Orleans University, New Orleans, La.	2			2			
104	University of Louisiana, New Orleans, La.	83		1				
105	Bowdoin College, Brunswick, Me.	72	7	1	22		17	1
106	Bates College, Lewiston, Me.	30	5		17		10	3
107	Maine State College of Agriculture and the Mechanic Arts, Orono, Me.	15						

a Honorary degree.

b "Master of accounts."

c One is "Bachelor of natural science," and 1 "graduate in commercial course."

d Includes 1 "proficient," a degree conferred on the completion of a course in any one department.

1884 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.				Art.		Theology.	Medicine.			Law.																		
Sc. B.		Sc. M.		B. C. E. & C. E.		B. Agr.		B. M. E. & M. E.		B. Arch.		C. & M. E.		D. E.		Ph. B.		Ph. D.		Mus. B.		Mus. Doc.		D. B.		D. D.		M. D.		D. S.		Ph. G.		LL. B.		LL. D.		
In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																
			1										2			5																			1	51		
																																				52		
										6			1	21																				1	53			
													1																							54		
			1										1																							55		
																																				56		
										5																										57		
10																																				58		
																																				59		
			3																																	60		
																																				61		
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c2			1																																	91		
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3																																				103		
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3																																				105		
																																				106		
6		1		7		1																														107		

e "Graduate in mechanics."
f "Bachelor of literature."

g Includes graduates in pharmacy; number not specified.
h These are "S. T. D."

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.					
		All degrees.							
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.	
1	2	3	4	5	6	7	8		
108 Colby University, Waterville, Me.	30	6		24		6	2		
109 Maryland Agricultural College, Agricultural College, Md.	3	0		2					
110 St. John's College, Annapolis, Md.	19	1	a6	12		1			
111 United States Naval Academy, Annapolis, Md.	0	0							
112 Johns Hopkins University, Baltimore, Md.	38			23					
113 Loyola College, Baltimore, Md.		0							
114 Washington College, Chestertown, Md.	3			3					
115 Mt. St. Mary's College, Emmitsburg, Md.	31	1		10		8			
116 New Windsor College and Female Seminary, New Windsor, Md.	6	2	d5			1	1		
117 Western Maryland College, Westminster, Md.	7	2		3		4	1		
118 Amherst College, Amherst, Mass.	90	12	e1	63		24	6		
119 Massachusetts Agricultural College, Amherst, Mass.	10	0							
120 Boston College, Boston, Mass.	16			15		1			
121 Boston University, Boston, Mass.	123			11		6			
122 Massachusetts Institute of Technology, Boston, Mass.	19	0							
123 Harvard University, Cambridge, Mass.	284								
124 Tufts College, College Hill, Mass.	23	2		13		3	1		
125 College of the Holy Cross, Worcester, Mass.	23			17		6			
126 Worcester County Free Institute of Industrial Science, Worcester, Mass.	20								
127 Adrian College, Adrian, Mich.	12	3		3			1		
128 Michigan State Agricultural College, Agricultural College, Mich.	31								
129 Albion College, Albion, Mich.	26			5		1			
130 University of Michigan, Ann Arbor, Mich.	403	3	10	52	1	11	1		
131 Hillsdale College, Hillsdale, Mich.	40	2		6		4	1		
132 Hope College, Holland, Mich.	10	4		2		8	3		
133 Kalamazoo College, Kalamazoo, Mich.	7	0		6					
134 Olivet College, Olivet, Mich.	9	2	g4	5			1		
135 St. John's University, Collegeville, Minn.	32	1							
136 Augsburg Seminary (Greek department), Minneapolis, Minn.	6			6					
137 University of Minnesota, Minneapolis, Minn.	21	0	3	9					
138 Carleton College, Northfield, Minn.	5	0		4					
139 Agricultural and Mechanical College of Mississippi, Agricultural College, Miss.	9								
140 Mississippi College, Clinton, Miss.	4	1					1		
141 Rust University, Holly Springs, Miss.	5					4			
142 University of Mississippi, Oxford, Miss.	14	2		5					
143 Alcorn Agricultural and Mechanical College, Rodney, Miss.	4								
144 Southwest Baptist College, Bolivar, Mo.	0	0							
145 Christian University, Canton, Mo.	2		e1			1			
146 St. Vincent's College, Cape Girardeau, Mo.	2			1		1			
147 University of the State of Missouri, Columbia, Mo.	73	2	5	2		3			
148 Grand River College, Edinburg, Mo.	1			1					
149 Central College, Fayette, Mo.	5	2				3			
150 Westminster College, Fulton, Mo.	9	4		5		2			
151 Pritchett School Institute, Glasgow, Mo.	4								
152 William Jewell College, Liberty, Mo.	7	0		4		1			
153 Morrisville College, Morrisville, Mo.	1	0		1					
154 College of the Christian Brothers, St. Louis, Mo.	20		e1	6		2			
155 St. Louis University, St. Louis, Mo.	12	1		4		4			
156 Washington University, St. Louis, Mo.	29	0							
157 Drury College, Springfield, Mo.	7	2		1			1		

a Three "proficient in German" and 3 "distinguished proficient in French."

b "Master of accounts."

c Number completing the course in theology and receiving orders.

d These are M. P. L. (mistress of polite literature).

e This is an honorary degree of Lit. D.

f "Doctor of science."

g 3 received "diploma certificates" only.

h Includes 1 "bachelor of surgery."

i Total of degrees reported; full return not received at date of closing this table.

j D. M. D. (doctor dental medicine).

k 1 "bachelor of mechanic arts" and 1 "master of mechanic arts."

1884 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.			Law.																		
Sc. B.		Sc. M.		E.		In course, B. C. E. & C. E.		In course, B. Agr.		In course, B. M. E. & M. E.		In course, B. Arch.		In course, C. & M. E.		In course, D. E.		Ph. B.		Ph. D.		In course, Mus. B.		Honorary, Mus. Doc.		In course, D. B.		Honorary, D. D.		In course, M. D.		In course, D. D. S.		In course, Ph. G.		In course, LL. B.		Honorary, LL. D.	
In course.	Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. Doc.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.																	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																	
1																	2					2	108																
																					1	109																	
												15											110																
																							111																
																							112																
b5																							113																
																c8					1		114																
																	1						115																
																	2						116																
3																	1						117																
10																	2				3		118																
																							119																
4	f1									3		2				g11		h35			55		120																
19																							121																
				k2												15		59	j10				122																
																5					1		123																
20																							124																
																							125																
1			1							8							1						126																
30	1																						127																
																							128																
4										3				113									129																
5	3		m3							14	n5							104	25	o38	134		130																
6	3	1								5	p11					5							131																
										1							1						132																
																							133																
b23										2							1						134																
																r7	1						135																
9																							136																
1																							137																
9																							138																
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	1																						141																
										9											2		142																
4																							143																
1																							144																
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115	4		10	u5			v10					p1						4			14	2	146																
										2													147																
1	1																4						148																
4																							149																
																							150																
																							151																
																							152																
1	b10															r2							153																
3										1											1		154																
				4	w4				1														155																
6																	1						156																
																							157																

l 12 graduates in music and 1 in painting.

m 1 is the honorary degree of C. E.

n Includes 1 "master of philosophy."

o "Pharmaceutical chemist."

p "Master of philosophy."

q Diplomas given on completion of ladies' literary course.

r Graduates in theology.

s "Bachelor of literature."

t Includes 7 "bachelor of pedagogics," 3 "principal of pedagogics," and 1 "bachelor of domestic art."

u "Bachelor of agricultural science."

v 5 of these are "topographical engineer" and 5 are "surveyor."

w "Engineer of mines."

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.	All classes.		Letters.					
	All degrees.				A. B.		A. M.	
	In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.	
1	2	3	4	5	6	7	8	
158 Stewartsville College, Stewartsville, Mo	6	0				a		
159 Central Wesleyan College, Warrenton, Mo	18	1		6			3	
160 Doane College, Crete, Nebr	1							
161 University of Nebraska, Lincoln, Nebr	20	2	3	3			1	
162 Dartmouth College, Hanover, N. H	183	19	5	53		16	10	
163 Stevens Institute of Technology, Hoboken, N. J	42	1						
164 College of New Jersey, Princeton, N. J	158	9		97		40	2	
165 St. Stephen's College, Annandale, N. Y	10	1		7		1		
166 Wells College, Aurora, N. Y	7	0		7				
167 Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y	2	0		1				
168 Canisius College, Buffalo, N. Y	9			9				
169 St. Lawrence University, Canton, N. Y	9	3						
170 Hamilton College, Clinton, N. Y	64	7		51		13	1	
171 Hobart College, Geneva, N. Y	28	4		14		6	4	
172 Cornell University, Ithaca, N. Y	61	0		8				
173 Ingham University, Le Roy, N. Y	115							
174 College of St. Francis Xavier, New York, N. Y	16	1		10		6		
175 College of the City of New York, New York, N. Y	47			29		2		
176 Columbia College, New York, N. Y	214							
177 Rutgers Female College, New York, N. Y	46	4		3		1	3	
178 University of the City of New York, New York, N. Y	205	3		6		7		
179 Vassar College, Poughkeepsie, N. Y	31			31				
180 University of Rochester, Rochester, N. Y	30	2		24		3		
181 Union College, Schenectady, N. Y	158	5		35		11		
182 Niagara University, Suspension Bridge, N. Y	5	0		5				
183 Syracuse University, Syracuse, N. Y	60	3		12		11		
184 Rensselaer Polytechnic Institute, Troy, N. Y	21	2						
185 United States Military Academy, West Point, N. Y	0	0						
186 University of North Carolina, Chapel Hill, N. C	16	6		5				
187 Biddle University, Charlotte, N. C	7			2				
188 North Carolina College, Mount Pleasant, N. C	1			1				
189 Shaw University, Raleigh, N. C	74							
190 Rutherford College, Rutherford College, N. C	13	3		7		6	1	
191 Trinity College, Trinity College, N. C	13	2		7		2		
192 Wake Forest College, Wake Forest College, N. C	15	2	4	5		2		
193 Buchtel College, Akron, Ohio	3	0						
194 Ashland College, Ashland, Ohio	1	1	01					
195 Ohio University, Athens, Ohio	6	1		3				
196 Baldwin University, Berea, Ohio	9	2		4				
197 German W. lace College, Berea, Ohio	10	0		9				
198 Hebrew Union College, Cincinnati, Ohio	6	0	21					
199 St. Joseph's College, Cincinnati, Ohio	9							
200 St. Xavier College, Cincinnati, Ohio	15	0		9		1		
201 University of Cincinnati, Cincinnati, Ohio	7		2	2		1		
202 Western Reserve University, Cleveland, Ohio	79	4	3	17	1	5		
203 Belmont College, College Hill, Ohio	5	1						
204 Capital University, Columbus, Ohio	11	1		7		4		
205 Ohio State University, Columbus, Ohio	13	0		5				
206 Ohio Wesleyan University, Delaware, Ohio	79	8	22	35		9	2	
207 Kenyon College, Gambier, Ohio	8	3		5				
208 Denison University, Granville, Ohio	4	2						
209 Hiram College, Hiram, Ohio	8			3				
210 Mount Union College, Mount Union, Ohio	24	5		9		8	1	
211 Franklin College, New Athens, Ohio	4	3				4		

a "Mistress of liberal arts."

b "Mistress of music."

c Graduates in theology.

d "Bachelor of literature."

e 1 is the honorary degree of C. E.

f "Mechanical engineer."

g 2 of these are A. B. nunc pro tunc.

h "Bachelor of mechanical engineering."

i Degrees not specified.

j Total of degrees conferred in the departments of law and medicine only.

k Includes 2 who received certificates on partial course.

1884 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.				Art.	Theology.	Medicine.			Law.							
Sc. B.		Sc. M.		E.	B. C. E. & C. E.		B. Agr.	B. M. E. & M. E.		B. Arch.	C. & M. E.		D. E.	Ph. B.		Ph. D.		Mus. B.	Mus. Doc.	D. B.	D. D.	M. D.	D. D. S.	Ph. G.	L. B.	L. A. D.
In course.	Honorary.	In course.	Honorary.		In course.	Honorary.		In course.	Honorary.		In course.	Honorary.		In course.	Honorary.	In course.	Honorary.									
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
1	6	1	4											b1		c3	1									158
15	4	1		3																						159
f42	f1			e3									3					7						1		160
4		1		7													2	42						2		161
1																2	4									162
3				1													1									163
8														1												164
31				7	2	k3	1			9				1			3							2		165
15		1																								166
6				3																						167
3				10														105								168
2		2		3													1	183								169
2				m22						8					2	11								170
2										11							3									171
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4										4							1									173
3																	2									174
1										2																175
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r9																										177
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				1																						179
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																										210
																										211

12 are M. Ph. and 9 Ph. D. conferred on examination.

m Includes 1 honorary degree.

n Includes 1 graduate from the scientific course and 1 from ladies' seminary, degrees not being specified.

o "Bachelor of liberal arts."

p Degree of "B. H.," which is equal to "B. L.," with Hebrew in place of Latin and Greek.

q With the title of "Rabbi."

r "Master of accounts."

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.
1		2	3	4	5	6	7
212	Muskingum College, New Concord, Ohio.....	11	5	1			
213	Oberlin College, Oberlin, Ohio.....	52	2	41			2
214	Rio Grande College, Rio Grande, Ohio.....	3		3			
215	Scio College, Scio, Ohio.....	417	3				1
216	Wittenberg College, Springfield, Ohio.....	17	1	11			
217	Heidelberg College, Tiffin, Ohio.....	23	4	9		4	
218	Otterbein University, Westerville, Ohio.....	15	0	5		4	
219	Wilmington College, Wilmington, Ohio.....	7	1	3			1
220	University of Wooster, Wooster, Ohio.....	75	7	23	1	23	
221	State Agricultural College, Corvallis, Oreg.....	5	1	3			
222	Pacific University and Tualatin Academy, Forest Grove, Oreg.....	1		1			
223	Blinn Mountain University, La Grande, Oreg.....	2		2			
224	McMinnville Baptist College, McMinnville, Oreg.....	1	1	1			
225	Christian College, Monmouth, Oreg.....	8				1	
226	Philomath College, Philomath, Oreg.....	0	0				
227	Willamette University, Willamette, Oreg.....	15	7				4
228	Western University of Pennsylvania, Allegheny, Pa.....	7	4	3			
229	Muhlenberg College, Allentown, Pa.....	28		19		9	
230	Lebanon Valley College, Annville, Pa.....	11	3	6			
231	St. Vincent's College, Beatty, Pa.....	14		22			
232	Dickinson College, Carlisle, Pa.....	29	8	14		10	2
233	Pennsylvania Military Academy, Chester, Pa.....	14	0	1			
234	Ursinus College, Freeland, Pa.....	410					
235	Pennsylvania College, Gettysburg, Pa.....	30	4	17		12	
236	Thiel College, Greenville, Pa.....	7	2	7			2
237	Haverford College, Haverford College, Pa.....	13	2	1	7	2	2
238	Monongahela College, Jefferson, Pa.....	3	0	2		1	
239	Franklin and Marshall College, Lancaster, Pa.....	22	6	17		5	2
240	University at Lewisburg, Lewisburg, Pa.....	13	6	11			1
241	St. Francis College, Loretto, Pa.....	8					
242	Allegheny College, Meadville, Pa.....	47	7	24		23	4
243	Westminster College, New Wilmington, Pa.....	16	3	14			2
244	La Salle College, Philadelphia, Pa.....	5	0	5			
245	University of Pennsylvania, Philadelphia, Pa.....	9132					
246	Catholic College of the Holy Ghost, Pittsburgh, Pa.....	15	0				
247	Lehigh University, South Bethlehem, Pa.....	22	0	2			
248	Pennsylvania State College, State College, Pa.....	18		1		4	
249	Swarthmore College, Swarthmore, Pa.....	13	0	1	4	1	
250	Augustinian College of Villanova, Villanova, Pa.....	3		1			1
251	Washington and Jefferson College, Washington, Pa.....	23	8	17		4	1
252	Brown University, Providence, R. I.....	71	2	40		13	1
253	College of Charleston, Charleston, S. C.....	1		1			
254	Allen University, Columbia, S. C.....	4					
255	University of South Carolina, Columbia, S. C.....	24	2	12		1	
256	Erskine College, Due West, S. C.....	7	5	6			4
257	Furman University, Greenville, S. C.....	2	0			2	
258	Newberry College, Newberry, S. C.....	5	0	5			
259	Claffin University and South Carolina Agricultural College and Mechanics' Institute, Orangeburg, S. C.....	5	3	5			2
260	Adger College, Wallhalla, S. C.....	0	0				
261	East Tennessee Wesleyan University, Athens, Tenn.....	10	6				4
262	King College, Bristol, Tenn.....	7	1			2	
263	Southwestern Presbyterian University, Clarksville, Tenn.....	3	3	3			1
264	Hixson College, Hixson, Tenn.....	17				13	1
265	Southwestern Baptist University, Jackson, Tenn.....	3	2			1	
266	University of Tennessee; Tennessee Agricultural College, Knoxville, Tenn.....	82	6	5		1	

a Degrees not specified.

b "Master of philosophy."

c Graduates in commercial course.

d One is a diploma in post graduate course.

e "Master of accounts."

f Conferred on examination.

g Total of degrees conferred in the departments of law and medicine only.

1884 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.				Art.	Theology.	Medicine.			Law.																			
Sc. B.		Sc. M.		In course, B. C. E. & E. C.		In course, B. Agr.		In course, B. M. E. & M. E.		In course, B. Arch.		In course, C. & M. E.		In course, D. E.		Ph. B.		Ph. D.		In course, Mus. B.		Honorary, Mns. Doc.		In course, D. B.		Honorary, D. D.		In course, M. D.		In course, D. D. S.		In course, Ph. G.		In course, LL. B.		Honorary, LL. D.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																
10																																						212
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6																																						215
9		1												1																							216	
6														2																							217	
4																																						218
2										3		69	3	1	1			2	16															1			219	
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A Five are "bachelor of metallurgy" and 1
 "analytical chemist."
 † "Mechanical engineer."

j Honorary degree.
 ‡ Includes 1 honorary M. D.

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.				
		All degrees.		L. B.	A. B.		A. M.	
		In course.	Honorary.		In course.	Honorary.	In course.	Honorary.
1	2	3	4	5	6	7	8	
267	Cumberland University, Lebanon, Tenn.....	54	3		3		1	
268	Bethel College, McKenzie, Tenn.....	0						
269	Maryville College, Maryville, Tenn.....	6	2		6			
270	Christian Brothers' College, Memphis, Tenn.....	8			1			
271	Carsen College, Mossy Creek, Tenn.....	6	0		6			
272	Central Tennessee College, Nashville, Tenn.....	9					1	
273	Fisk University, Nashville, Tenn.....	10			5			
274	Roger Williams University, Nashville, Tenn.....	1			1			
275	Vanderbilt University, Nashville, Tenn.....	129			3			
276	University of the South, Sewanee, Tenn.....	3	2		1		1	
277	Burritt College, Spencer, Tenn.....	5		f1	4			
278	Groeneville and Tusculum College, Tusculum, Tenn.....	94			3			
279	University of Texas, Austin, Tex.....	13						
280	Agricultural and Mechanical College of Texas, College Station, Tex.....	0	0					
281	Southwestern University, Georgetown, Tex.....	8	1		3		2	
282	Baylor University, Independence, Tex.....	4	1		3			
283	Austin College, Sherman, Tex.....	1			1			
284	Marvin College, Waxahachie, Tex.....	1	3		1			2
285	University of Vermont and State Agricultural College, Burlington, Vt.....	117	11		7		6	7
286	Lewis College, Northfield, Vt.....	5	3					
287	Virginia Agricultural and Mechanical College, Blacksburg, Va.....	12	0		4			
288	Randolph Macon College, Ashland, Va.....	5	2		4		1	
289	Hampden Sidney College, Hampden Sidney College, Va.....	13	4		13			
290	Washington and Lee University, Lexington, Va.....	16	2		1			
291	New Market Polytechnic Institute, New Market, Va.....	0	0					
292	Richmond College, Richmond, Va.....	10	3		7		3	
293	Roanoke College, Roanoke, Va.....	7	5		7			
294	University of Virginia, University of Virginia, Va.....	60			1		10	
295	Bethany College, Bethany, W. Va.....	18	3	43	11			2
296	Lawrence University, Appleton, Wis.....	13	0		1		4	
297	Beloit College, Beloit, Wis.....	19	3		11		4	2
298	Galesville University, Galesville, Wis.....	1			1			
299	University of Wisconsin, Madison, Wis.....	98	4	k19	16		23	
300	Milton College, Milton, Wis.....	5			2		2	
301	Ripon College, Ripon, Wis.....	6	0		2			
302	Northwestern University, Watertown, Wis.....	4			2			
303	Columbian University, Washington, D. C.....	n14	n1					
304	Howard University, Washington, D. C.....	p43						
305	National Deaf-Mute College, Washington, D. C.....	4			4			
306	Georgetown University, West Washington, D. C.....	44	3		4		3	1
307	University of Washington Territory, Seattle, Wash. Ter.....	1	0					
308	Whitman College, Walla Walla, Wash. Ter.....	0	0					

a "Master of accounts."

b Normal diplomas.

c "Bachelor of engineering."

d Graduates in theology.

e "D. D. ad eundem."

f "Master of English literature."

g Includes 1 degree not specified.

h 6 are "graduates in agriculture" and 2 "graduates in agriculture and mechanics."

i Includes 1 honorary degree of M. L. (master of literature).

j This is S. T. D.

1884 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.				Art.		Theology.	Medicine.			Law.																				
Sc. B.		Sc. M.		E.		B. C. E. & C. E.		B. Agr.		B. M. E. & M. E.		B. Arch.		C. & M. E.		D. E.		Ph. B.		Ph. D.		Mus. B.		Mus. Doc.		D. B.		D. D.		M. D.		D. S.		Ph. G.		LL. B.		LL. D.		
In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																		
2				1									1				9	1				38	1	267																
2		a5															2						268																	
65																			8				269																	
1				1		c1						1				d4		e2	93	6	7	12		270																
				1																			271																	
3																							272																	
				2																			273																	
4		1																					274																	
																							275																	
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3		5																					296																	
																							297																	
20																							298																	
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4																							300																	
2																							301																	
																							302																	
																							303																	
																							304																	
																							305																	
																							306																	
																							307																	
																							308																	

k Includes 2 M. L. (master of letters) conferred on examination.

l Conferred on examination.

m Includes 1 conferred on examination.

n Degrees conferred in the medical department only.

o Includes 1 honorary M. D.

p Includes 3 not specified.

q "Doctor of pharmacy."

r 3 of these are "master at law."

s 9 of these are LL. M. (master of laws).

TABLE XV.—PART 2.—Degrees conferred in 1884 by professional schools not connected with universities and colleges.

[The following are the explanations of abbreviations used in Part 2 of this table: D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
		In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
1	2	3	4	5	6	7	8	9
SCHOOLS OF THEOLOGY.								
1 Talladega Theological Seminary, Talladega, Ala.	a3							
2 Pacific Theological Seminary, Oakland, Cal.	3	3						
3 Theological Institute of Connecticut, Hartford, Conn.	a11							
4 Atlanta Baptist Seminary, Atlanta, Ga.	a4							
5 Chicago Theological Seminary, Chicago, Ill.	b10	6						
6 Presbyterian Theological Seminary of the Northwest, Chicago, Ill.	e13							
7 Garrett Biblical Institute, Evanston, Ill.	d24	6	e5					
8 Wartburg Seminary, Mendota, Ill.	a11							
9 Baptist Union Theological Seminary, Morgan Park, Ill.	f17	15	2					
10 Union Biblical Institute, Naperville, Ill.	a1							
11 Concordia Seminary, Springfield, Ill.	a20							
12 College of the Bible, Lexington, Ky.	a4							
13 Preston Park Theological Seminary, Louisville, Ky.	a3							
14 Southern Baptist Theological Seminary, Louisville, Ky.	g10							
15 Bangor Theological Seminary, Bangor, Me.	a4							
16 Theological Seminary of St. Sulpice and St. Mary's University, Baltimore, Md.	h12	t5						
17 Scholasticate of the Congregation of the Most Holy Redeemer, Mt. St. Clement, Lechester, Md.	a3							
18 Westminster Theological Seminary, Westminster, Md.	1	1						
19 Andover Theological Seminary, Andover, Mass.	a7							
20 Episcopal Theological School, Cambridge, Mass.	j10	8						
21 Newton Theological Institution, Newton Centre, Mass.	a13							
22 Seabury Divinity School, Faribault, Minn.	9	9						
23 Red Wing Norwegian Evangelical Lutheran Seminary, Red Wing, Minn.	a5							
24 Concordia College (Seminary), St. Louis, Mo.	a38							
25 German Theological School of Newark, N. J., Bloomfield, N. J.	a2							
26 Drew Theological Seminary, Madison, N. J.	k21	8						
27 Theological Seminary of the Reformed (Dutch) Church in America, New Brunswick, N. J.	a17							
28 Theological Seminary of the Presbyterian Church, Princeton, N. J.	a43							
29 Diocesan Seminary of the Immaculate Conception, South Orange, N. J.	a9							
30 Auburn Theological Seminary, Auburn, N. Y.	a11							
31 Hartwick Seminary, Hartwick Seminary, N. Y.	a2							
32 General Theological Seminary of the Protestant Episcopal Church, New York, N. Y.	i35	i12						
33 Union Theological Seminary, New York, N. Y.	a31							
34 Christian Biblical Institute, Stanfordville, N. Y.	a3							
35 St. Joseph's Provincial Seminary, Troy, N. Y.	m26							
36 St. Charles Borromeo Seminary, Carthagen, Ohio	a2							
37 Lane Theological Seminary, Cincinnati, Ohio	a5							
38 German Evangelical Lutheran Seminary, Columbus, Ohio	a12							
39 Union Biblical Seminary, Dayton, Ohio	a12							
40 Heidelberg Theological Seminary, Tiffin, Ohio	a5							
41 United Presbyterian Theological Seminary of Xenia, Xenia, Ohio.	a5							
42 Theological Seminary of the United Presbyterian Church, Allegheny City, Pa.	10	10						

a Number of graduates reported.

b4 received certificates of graduation only.

c12 certificates of full course and 1 partial.

d13 received diplomas of graduation, 6 the degree of B. D. in course, and 5 the honorary degree of B. D.

e These are honorary B. D.

f2 of these are honorary degrees.

g 6 "full graduates" and 4 "English graduates."

h Includes 6 A. B. and 1 A. M.

i These are S. T. B. (bachelor of sacred theology.)

j2 completed their studies but did not receive degrees.

k13 of these received diplomas only.

l23 are graduates for the year and 12 are S. T. B.

m Number of priests ordained during the year.

TABLE XV.—PART 2.—Degrees conferred in 1884 by professional schools, &c.—Continued.

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
43	Western Theological Seminary of the Presbyterian Church, Allegheny City, Pa.	a17	.....	.....	.....	.....	.....	.....	.....
44	Moravian College and Theological Seminary, Bethlehem, Pa.	b9	8	.....	.....	.....	.....	.....	.....
45	Theological Seminary of the General Synod of the Evangelical Lutheran Church, Gettysburg, Pa.	a8	.....	.....	.....	.....	.....	.....	.....
46	Theological Seminary of the Reformed Church in the United States, Lancaster, Pa.	a5	.....	.....	.....	.....	.....	.....	.....
47	Meadville Theological School, Meadville, Pa.	c5	1	.....	.....	.....	.....	.....	.....
48	Divinity School of the Protestant Episcopal Church, Philadelphia, Pa.	a7	.....	.....	.....	.....	.....	.....	.....
49	Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa.	a8	.....	.....	.....	.....	.....	.....	.....
50	Missionary Institute, Selinsgrove, Pa.	a3	.....	.....	.....	.....	.....	.....	.....
51	The Crozer Theological Seminary, Upland, Pa.	a6	.....	.....	.....	.....	.....	.....	.....
52	Union Theological Seminary, Hampden Sidney College, Va.	a9	.....	.....	.....	.....	.....	.....	.....
53	Richmond Institute, Richmond, Va.	a3	.....	.....	.....	.....	.....	.....	.....
54	Protestant Episcopal Theological Seminary, Theological Seminary, Va.	a15	.....	.....	.....	.....	.....	.....	.....
55	Mission House, Franklin, Wis.	a7	.....	.....	.....	.....	.....	.....	.....
56	Lutheran Theological Seminary of the Synod of Wisconsin, Milwaukee, Wis.	a30	.....	.....	.....	.....	.....	.....	.....
57	Nashotah House, Nashotah, Wis.	5	5	.....	.....	.....	.....	.....	.....
58	Wayland Seminary, Washington, D. C.	c14	.....	.....	.....	.....	.....	.....	.....
SCHOOLS OF LAW.									
59	School of Law, University of Maryland, Baltimore, Md.	15	.....	.....	.....	.....	.....	15	.....
60	Law School of the Cincinnati College, Cincinnati, Ohio.	64	.....	.....	.....	.....	.....	64	.....
61	National University, law department, Washington, D. C.	53	.....	.....	.....	.....	.....	d53	.....
SCHOOLS OF MEDICINE.									
62	Medical College of Alabama, Mobile, Ala.	14	.....	.....	12	.....	2	.....	.....
63	California Medical College, Oakland, Cal.	9	.....	.....	9	.....	.....	.....	.....
64	Cooper Medical College, San Francisco, Cal.	16	.....	.....	16	.....	.....	.....	.....
65	Hahnemann Medical College of San Francisco, Cal.	7	.....	.....	7	.....	.....	.....	.....
66	Atlanta Medical College, Atlanta, Ga.	48	.....	.....	48	.....	.....	.....	.....
67	Georgia Eclectic Medical College, Atlanta, Ga.	17	.....	.....	17	.....	.....	.....	.....
68	Southern Medical College, Atlanta, Ga.	27	.....	.....	27	.....	.....	.....	.....
69	Bennett College of Eclectic Medicine and Surgery, Chicago, Ill.	50	.....	.....	50	.....	.....	.....	.....
70	Chicago Homeopathic Medical College, Chicago, Ill.	39	.....	.....	39	.....	.....	.....	.....
71	College of Physicians and Surgeons of Chicago, Chicago, Ill.	52	.....	.....	52	.....	.....	.....	.....
72	Hahnemann Medical College and Hospital, Chicago, Ill.	116	.....	.....	116	.....	.....	.....	.....
73	Rush Medical College, Chicago, Ill.	166	.....	.....	166	.....	.....	.....	.....
74	Woman's Medical College of Chicago, Chicago, Ill.	21	.....	.....	21	.....	.....	.....	.....
75	Medical College of Evansville, Evansville, Ind.	4	.....	.....	4	.....	.....	.....	.....
76	Fort Wayne College of Medicine, Fort Wayne, Ind.	e14	.....	.....	12	.....	.....	.....	.....
77	Central College of Physicians and Surgeons, Indianapolis, Ind.	13	.....	.....	13	.....	.....	.....	.....
78	Indiana Eclectic Medical College, Indianapolis, Ind.	10	.....	.....	10	.....	.....	.....	.....
79	Medical College of Indiana, Indianapolis, Ind.	43	.....	.....	43	.....	.....	.....	.....
80	Iowa College of Physicians and Surgeons, Des Moines, Iowa.	8	.....	.....	8	.....	.....	.....	.....
81	College of Physicians and Surgeons, Keokuk, Iowa	59	.....	.....	59	.....	.....	.....	.....
82	Kentucky School of Medicine, Louisville, Ky.	56	.....	.....	56	.....	.....	.....	.....
83	Louisville Medical College, Louisville, Ky.	77	.....	.....	77	.....	.....	.....	.....
84	Medical department of the University of Louisville, Louisville, Ky.	84	.....	.....	84	.....	.....	.....	.....
85	College of Physicians and Surgeons, Baltimore, Md.	127	.....	.....	127	.....	.....	.....	.....
86	School of Medicine, University of Maryland, Baltimore, Md.	74	.....	.....	74	.....	.....	.....	.....
87	Woman's Medical College of Baltimore, Baltimore, Md.	5	.....	.....	5	.....	.....	.....	.....
88	College of Physicians and Surgeons, Boston, Mass.	6	.....	.....	6	.....	.....	.....	.....
89	Detroit Medical College, Detroit, Mich.	25	.....	.....	25	.....	.....	.....	.....

a Number of the graduates reported.

b Includes 1 A. B.

c 3 received certificates and 1 is a graduate.

d 15 are "master of laws."

e 2 are ad eundem degrees and 2 are honorary.

TABLE XV.—PART 2.—Degrees conferred in 1884 by professional schools, &c.—Continued.

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.		Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.
	1	2	3	4	5	6	7	8
90	Michigan College of Medicine, Detroit, Mich.	27	.....	.....	27	.....	.....	.....
91	Medical department of Minnesota College Hospital, Minneapolis, Minn.	7	.....	.....	7	.....	.....	.....
92	Kansas City Medical College, Kansas City, Mo.	16	.....	.....	15	1	.....	.....
93	Medical department of the University of Kansas City, Kansas City, Mo.	14	.....	.....	14	.....	.....	.....
94	Northwestern Medical College, St. Joseph, Mo.	10	.....	.....	10	.....	.....	.....
95	St. Joseph Medical College, St. Joseph, Mo.	6	.....	.....	6	.....	.....	.....
96	American Medical College, St. Louis, Mo.	15	.....	.....	15	.....	.....	.....
97	Homœopathic Medical College of Missouri, St. Louis, Mo.	225	.....	.....	225	.....	.....	.....
98	Missouri Medical College, St. Louis, Mo.	103	.....	.....	103	.....	.....	.....
99	St. Louis College of Physicians and Surgeons, St. Louis, Mo.	27	.....	.....	27	.....	.....	.....
100	St. Louis Medical College, St. Louis, Mo.	33	.....	.....	33	.....	.....	.....
101	Omaha Medical College, Omaha, Nebr.	4	.....	.....	4	.....	.....	.....
102	Long Island College Hospital, Brooklyn, N. Y.	37	.....	.....	37	.....	.....	.....
103	Medical department, University of Buffalo, Buffalo, N. Y.	62	.....	.....	62	.....	.....	.....
104	Bellevue Hospital Medical College, New York, N. Y.	149	.....	.....	149	.....	.....	.....
105	Eclectic Medical College of the City of New York, New York, N. Y.	19	.....	.....	19	.....	.....	.....
106	New York Homœopathic Medical College, New York, N. Y.	53	.....	.....	53	.....	.....	.....
107	New York Medical College and Hospital for Women, New York, N. Y.	8	.....	.....	8	.....	.....	.....
108	Woman's Medical College of the New York Infirmary, New York.	9	.....	.....	9	.....	.....	.....
109	Cincinnati College of Medicine and Surgery, Cincinnati, Ohio.	15	.....	.....	15	.....	.....	.....
110	Eclectic Medical Institute, Cincinnati, Ohio.	83	.....	.....	83	.....	.....	.....
111	Medical College of Ohio, Cincinnati, Ohio.	100	.....	.....	100	.....	.....	.....
112	Miami Medical College, Cincinnati, Ohio.	229	.....	.....	28	.....	.....	.....
113	Pulte Medical College, Cincinnati, Ohio.	16	.....	.....	16	.....	.....	.....
114	Homœopathic Hospital College, Cleveland, Ohio.	40	.....	.....	40	.....	.....	.....
115	Columbus Medical College, Columbus, Ohio.	35	.....	.....	35	.....	.....	.....
116	Starling Medical College, Columbus, Ohio.	25	.....	.....	25	.....	.....	.....
117	Northwestern Ohio Medical College, Toledo, Ohio.	1	.....	.....	1	.....	.....	.....
118	Hahnemann Medical College of Philadelphia, Philadelphia, Pa.	41	.....	.....	41	.....	.....	.....
119	Jefferson Medical College, Philadelphia, Pa.	215	.....	.....	215	.....	.....	.....
120	Medico-Chirurgical College of Philadelphia, Philadelphia, Pa.	3	.....	.....	3	.....	.....	.....
121	Woman's Medical College of Pennsylvania, Philadelphia, Pa.	26	.....	.....	26	.....	.....	.....
122	Medical College of the State of South Carolina, Charleston, S. C.	23	.....	.....	20	3	.....	.....
123	Memphis Hospital Medical College, Memphis, Tenn.	23	.....	.....	22	1	.....	.....
124	Medical College of Virginia, Richmond, Va.	33	.....	.....	32	1	.....	.....
SCHOOLS OF DENTISTRY.								
125	Indiana Dental College, Indianapolis, Ind.	20	.....	.....	20	.....	.....	.....
126	Baltimore College of Dental Surgery, Baltimore, Md.	42	.....	.....	42	.....	.....	.....
127	Dental department, University of Maryland, Baltimore, Md.	36	.....	.....	36	.....	.....	.....
128	Boston Dental College, Boston, Mass.	16	.....	.....	16	.....	.....	.....
129	Missouri Dental College, St. Louis, Mo.	7	.....	.....	7	.....	.....	.....
130	New York College of Dentistry, New York, N. Y.	40	.....	.....	40	.....	.....	.....
131	Ohio College of Dental Surgery, Cincinnati, Ohio.	30	.....	.....	30	.....	.....	.....
SCHOOLS OF PHARMACY.								
132	Louisville College of Pharmacy, Louisville, Ky.	8	.....	.....	8	.....	.....	.....
133	Maryland College of Pharmacy, Baltimore, Md.	32	.....	.....	32	.....	.....	.....
134	Massachusetts College of Pharmacy, Boston, Mass.	14	.....	.....	14	.....	.....	.....
135	St. Louis College of Pharmacy, St. Louis, Mo.	42	.....	.....	42	.....	.....	.....
136	College of Pharmacy of the City of New York, New York, N. Y.	71	.....	.....	71	.....	.....	.....

a 6 are ad eundem degrees.

b Includes 1 honorary degree.

TABLE XV.—PART 3.—Degrees conferred in 1884 by schools for the superior instruction of women.

[The following are the explanations of abbreviations used in Part 3 of this table: A. B., Graduate in Arts; A. M., Mistress of Arts; B. L. A., Graduate in Liberal Arts; B. L., Graduate in Letters; M. L. A., Mistress of Liberal Arts; M. E. L., Mistress of English Literature; M. Ph., Mistress of Philosophy; M. P. L., Mistress of Polite Literature; B. Sc., Graduate in Science; Mis. Mus., Mistress of Music.]

Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mis. Mus.
	In course.	Honorary.										
1	2	3	4	5	6	7	8	9	10	11	12	13
1 Union Female College, Eufaula, Ala.	a2	.....	a2	.....	.....	.....	.....	.....	.....	.....	.....	.....
2 Huntsville Female College, Huntsville, Ala.	19	.....	.....	3	.....	.....	.....	16	.....	.....	.....	.....
3 Judson Female Institute, Marion, Ala.	b14	.....	b14	.....	.....	.....	.....	.....	.....	.....	.....	.....
4 Marion Female Seminary, Marion, Ala.	c8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5 Centenary Female College, Summerfield, Ala.	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6 Synodical Female Institute, Talladega, Ala.	5	.....	.....	1	.....	.....	.....	4	.....	.....	.....	.....
7 Tuscaloosa Female College, Tuscaloosa, Ala.	d21	.....	d16	5	.....	.....	.....	.....	.....	.....	.....	.....
8 Georgia Methodist Female College, Covington, Ga.	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9 Andrew Female College, Cuthbert, Ga.	2	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....
10 Dalton Female College, Dalton, Ga.	5	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
11 Georgia Baptist Seminary for Young Ladies, Gainesville, Ga.	14	.....	6	5	.....	.....	.....	.....	.....	.....	.....	e3
12 La Grange Female College, La Grange, Ga.	8	.....	6	1	.....	.....	.....	.....	.....	.....	1	.....
13 Southern Female College, La Grange, Ga.	f23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14 Wesleyan Female College, Macon, Ga.	56	.....	35	16	.....	.....	.....	.....	.....	.....	.....	5
15 College Temple, Newnan, Ga.	6	.....	.....	5	.....	.....	.....	1	.....	.....	.....	.....
16 Young Female College, Thomasville, Ga.	6	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
17 St. Mary's School, Knoxville, Ill.	11	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....
18 Perry Hall, Lake Forest University, Lake Forest, Ill.	2	.....	.....	.....	.....	.....	.....	g2	.....	.....	.....	.....
19 De Pauw College for Young Women, New Albany, Ind.	15	.....	.....	6	.....	.....	.....	5	.....	.....	.....	h4
20 Callanan College, Des Moines, Iowa	6	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	3
21 College of the Sisters of Bethany, Topeka, Kans.	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
22 Clinton College, Clinton, Ky.	4	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
23 Franklin Female College, Franklin, Ky.	5	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	i4
24 Daughters College, Harrodsburg, Ky.	j12	.....	j12	.....	.....	.....	.....	.....	.....	.....	.....	.....
25 Sayre Female Institute, Lexington, Ky.	k13	.....	k13	.....	.....	.....	.....	.....	.....	.....	.....	.....
26 Millersburg Female College, Millersburg, Ky.	8	.....	.....	.....	.....	.....	.....	3	l2	.....	m3	.....
27 Mt. Sterling Female College, Mt. Sterling, Ky.	3	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....
28 Kentucky College for Young Ladies, Pewee Valley, Ky.	3	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....
29 Logan Female College, Russellville, Ky.	2	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....
30 Science Hill School, Shelbyville, Ky.	5	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
31 Stuart's Female College, Shelbyville, Ky.	5	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....
32 Stanford Female College, Stanford, Ky.	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
33 Cedar Bluff Female College, Woodburn, Ky.	14	.....	.....	8	.....	.....	.....	n4	.....	.....	i2	.....
34 Silliman Female Collegiate Institute, Clinton, La.	4	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
35 Keachi College, Keachi, La.	9	c2	.....	5	.....	.....	.....	3	.....	.....	1	.....
36 Mansfield Female College, Mansfield, La.	9	.....	.....	2	.....	.....	.....	7	.....	.....	.....	.....

a With the degree of "graduate."

b 5 received the degree of "full graduate" and 9 are graduates in eclectic course.

c 6 "full graduate" in the collegiate department, 1 "excellior graduate," and 1 "graduate in art department."

d 16 received the degree of "full graduate."

e These are P. M. (proficiency in music).

f 12 diplomas on completion of English course and 11 on completion of Latin course.

g "Bachelor of literature."

h These are certificates: 3 in music and 1 in art. "Mistress of science."

i With the degree of "alumna."

k 3 diplomas on completion of regular course and 10 on completion of English course.

l "Maid of philosophy."

m 1 "mistress of science" and 2 "maid of science."

n Degree of M. E. (mistress of English).

o These are L. L. D.

TABLE XV.—PART 3.—Degrees conferred in 1884 by schools, &c.—Continued.

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mis. Mus.
		In course.	Honorary.										
1		2	3	4	5	6	7	8	9	10	11	12	13
37	Minden Female College, Minden, La.	4	.....	.....	.....	.....	.....	.....	a4	.....	.....	.....	.....
38	Maine Wesleyan Seminary and Female College, Kent's Hill, Me.	14	.....	7	7	.....	.....	.....	.....	.....	.....	.....	.....
39	Baltimore Female College, Baltimore, Md.	4	.....	.....	1	.....	.....	.....	3	.....	.....	.....	.....
40	Cambridge Female Seminary, Cambridge, Md.	6	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....
41	Frederick Female Seminary, Frederick City, Md.	68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	Abbot Academy, Andover, Mass.	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	Lasell Seminary for Young Women, Andover, Mass.	(c)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
44	Bradford Academy, Bradford, Mass.	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
45	Smith College, Northampton, Mass.	46	.....	43	2	.....	.....	.....	.....	.....	.....	.....	d1
46	Wellesley College, Wellesley Mass.	52	.....	41	2	.....	.....	.....	.....	.....	.....	7	d2
47	St. Mary's Hall, Fairbault, Minn.	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
48	Bonnet Seminary, Minneapolis, Minn.	8	.....	2	.....	.....	.....	.....	.....	.....	.....	6	.....
49	Blue Mountain Female College, Blue Mountain, Miss.	3	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....
50	Whitworth College, Brookhaven, Miss.	19	.....	1	.....	.....	.....	.....	18	.....	.....	.....	.....
51	Franklin Female College, Holly Springs, Miss.	2	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....
52	East Mississippi Female College, Meridian, Miss.	7	.....	.....	4	.....	.....	.....	3	.....	.....	.....	.....
53	Chickasaw Female College, Pontotoc, Miss.	e2	.....	e2	.....	.....	.....	.....	.....	.....	.....	.....	.....
54	Starkville Female Institute, Starkville, Miss.	2	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....
55	Stephens College, Columbia, Mo.	5	.....	4	.....	.....	1	.....	.....	.....	.....	.....	.....
56	Howard Female College, Fayette, Mo.	7	.....	.....	4	.....	.....	.....	3	.....	.....	.....	.....
57	Fulton Synodical Female College, Fulton, Mo.	6	.....	.....	1	.....	.....	.....	.....	.....	.....	f5	.....
58	St. Louis Seminary, Jennings, Mo.	8	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....
59	Baptist Female College, Lexington, Mo.	g6	.....	g6	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	Central Female College, Lexington, Mo.	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
61	The Elizabeth Ann L Female Seminary, Lexington, Mo.	h6	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	h1
62	New Hampshire Conference Seminary and Female College, Tilton, N. H.	3	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....
63	Packer Collegiate Institute, Brooklyn, N. Y.	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
64	Claverack College and Hudson River Institute, Claverack, N. Y.	6	.....	5	.....	.....	.....	.....	.....	j1	.....	.....	.....
65	Asheville Female College, Asheville, N. C.	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
66	Charlotte Female Institute, Charlotte, N. C.	5	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
67	Greensboro' Female College, Greensboro', N. C.	16	.....	k13	.....	.....	.....	.....	.....	.....	.....	.....	l3
68	Wesleyan Female College, Murfreesboro', N. C.	g3	.....	g3	.....	.....	.....	.....	.....	.....	.....	.....	.....
69	Thomasville Female College, Thomasville, N. C.	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....
70	Cincinnati Wesleyan College, Cincinnati, Ohio.	11	m2	2	.....	.....	.....	.....	.....	.....	.....	9	.....
71	Glendale Female College, Glendale, Ohio.	8	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	Hillsborough Female College, Hillsborough, Ohio.	6	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	.....
73	Xenia College, Xenia, Ohio.	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
74	Allentown, Female College, Allentown, Pa.	13	.....	.....	13	.....	.....	.....	.....	.....	.....	.....	.....

a Degree of M. E. (mistress of English).

b Degrees not specified.

c No degrees conferred; the diploma of the seminary was conferred on 9 graduates, 5 classical and 4 scientific.

d "Bachelor of music."

e With the degree of "graduate."

f "Mistress of science."

g With the degree of "full graduate."

h Includes 4 "B. P.," which is apparently a normal degree.

i "Baccalaureate of piano music."

j "Bachelor of philosophy."

k 7 received diploma which corresponds to the A. B. degree on full course, and 6 diplomas on full English course.

l 1 diploma in music and 2 in art.

m These are Ph. D.

TABLE XV.—PART 3.—Degrees conferred in 1884 by schools, &c.—Continued.

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. L. L.	M. Ph.	M. P. L.	E. Sc.	Mis. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
75	Moravian Seminary for Young Ladies, Bethlehem, Pa.	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76	Wilson College, Chambersburg, Pa.	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	a2
77	Anderson Female Seminary, Anderson, S. C.	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78	Columbia Female College, Columbia, S. C.	21	.....	.....	14	.....	.....	.....	7	.....	.....	.....	.....
79	Walhalla Female College, Walhalla, S. C.	10	.....	.....	b10	.....	.....	.....	.....	.....	.....	.....	.....
80	Williamston Female College, Williamston, S. C.	3	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....
81	Wesleyan Female College, Brownsville, Tenn.	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....
82	Broadhurst Institute, Clarksville, Tenn.	5	.....	3	2	.....	.....	.....	.....	.....	.....	.....	.....
83	Bellevue Female College, Collierville, Tenn.	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....
84	Columbia Athenæum, Columbia, Tenn.	68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85	Tennessee Female College, Franklin, Tenn.	12	.....	.....	2	.....	.....	.....	10	.....	.....	.....	.....
86	Memphis Conference Female Institute, Jackson, Tenn.	17	.....	.....	5	.....	.....	.....	12	.....	.....	.....	.....
87	Cumberland Female College, McMinnville, Tenn.	10	.....	.....	4	.....	.....	.....	6	.....	.....	.....	.....
88	Haynes Institute, Murfreesboro', Tenn.	8	.....	.....	4	.....	.....	.....	4	.....	.....	.....	.....
89	Soulo Female College, Murfreesboro', Tenn.	0	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	.....
90	W. E. Ward's Seminary for Young Ladies, Nashville, Tenn.	52	.....	.....	52	.....	.....	.....	.....	.....	.....	.....	.....
91	Mary Sharp College, Winchester, Tenn.	15	.....	.....	7	4	.....	4	.....	.....	.....	.....	.....
92	Ladies' Annex, Southwestern University, Georgetown, Tex.	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
93	Baylor Female College, Independence, Texas.	d3	.....	d3	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	Woodlawn Female College, Paris, Tex.	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
95	Vermont Methodist Seminary and Female College, Montpelier, Vt.	2	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....
96	Martha Washington College, Abingdon, Va.	7	.....	.....	4	.....	.....	.....	.....	.....	.....	3	.....
97	Hollins Institute, Botetourt Springs, Va.	e15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	Roanoke Female College, Danville, Va.	f11	.....	f11	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	Marion Female College, Marion, Va.	d5	.....	d5	.....	.....	.....	.....	.....	.....	.....	.....	.....
100	Norfolk College for Young Ladies, Norfolk, Va.	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
101	Southern Female College, Petersburg, Va.	5	.....	.....	.....	.....	.....	.....	g5	.....	.....	.....	.....
102	Fauquier Institute, Warrenton, Va.	d3	.....	d3	.....	.....	.....	.....	.....	.....	.....	.....	.....
103	Episcopal Female Institute, Winchester, Va.	8	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	Milwaukee College, Milwaukee, Wis.	5	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....

a "Bachelor of music."

b "Maid of arts."

c Degrees not specified.

d With the degree of "full graduate."

e 7 full graduates, 4 graduates in classical course, 1 in scientific, and 3 in literary.

f 8 are "full graduate" and 3 "English graduate."

g "Mistress of English and classical literature."

TABLE XVI.—Statistics of additional public libraries numbering each 300 volumes or upwards for 1883-'84; from replies to inquiries by the United States Bureau of Education.

[Explanations of abbreviations: Car., garrison; Sch., school; Theol., theological; Pub., public; Col., college; Soc'y, college society libraries; Med., medical; Soc'l, social; Sci., scientific; Hist., historical; Terr., territorial; Y. M. C. A., Young Men's Christian Association; A. & L., asylum and reformatory; Mis., miscellaneous.]

	Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.			Yearly expenditures.	
										Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	Library of Judson University	Judsonia, Ark.	J. H. Wymer, secretary	1875	Free	Col.	650	50		\$0	\$0			\$0
2	Library of Light Battery C, Third Artillery.	Little Rock, Ark.	Sgt. Thomas J. Watkins	1872	Free	Gar.	1,300	0		0				
3	Library Association	Cloverdale, Cal.	Henry Haehl	1876	Sub.		350							
4	Library of Battery M, First Artillery.	Fort Mason (p. o. San Francisco), Cal.	Capt. John A. Darling, bvt. major U. S. A.	1847	Free	Gar.	800	6	110		0	\$0	0	
5	Livermore Public Library	Livermore, Cal.	George B. Shearer	1877	Free	Pub.	350	0		0		1,263	4,837	60
6	Free Public Library	Oakland, Cal.	E. M. Long, secretary	1878	Free	Pub.	9,936	403	75,446		6,276	1,263		
7	Petaluma Public Library a.	Oakland, Cal.	Mrs. J. Lackie	1878	Free	Pub.	2,700	340	7,000		1,200	560	600	
8	Library of Irving Institute.	Petaluma, Cal.	Miss Mary P. Sumner	1881	Free	Pub.	400	30	0	0				
9	Library of Philhistorian Debating Society, St. Ignatius College.	San Francisco, Cal. (1038 Valencia st.).	John Cunningham, s. J.	1863	Free	Soc'y	500	40			100	75		
10	Library of Sacred Heart College.	San Francisco, Cal. (214 Hayes st.).	Brother Alexander	1873	Free	Col.	3,500	150						
11	Santa Barbara Free Public Library	Santa Barbara, Cal.	Mrs. M. Baldwin	1882	Free	Pub.	3,780	1,216			1,239	838	335	
12	Santa Rosa Free Library	Santa Rosa, Cal.	Mrs. M. L. Buckley	1864	Free	Pub.	900	900		0		50		
13	Library of South School.	Stockton, Cal.	C. L. Neill, principal of school.			Sch.	700							
14	Library of Washington High School.	Stockton, Cal.	S. D. Waterman, principal of school.			Sch.	550							
15	Library of California Normal and Scientific School.	Vacaville, Cal.	Granville F. Foster	1864	Free	Sch.	3,500	100						
16	Buckingham Library.	Boulder, Colo.	Edward C. Wolcott		Free		3,000	250	639					
17	Gilpin School Library.	Denver, Colo.	Rosa Parnallone	1884	Free	Mis.	600	600	550					
18	High School Library	Denver, Colo.	Winfield Tarbell	1875	Free	Sch.	2,065	320						

TABLE XVI.—Statistics of additional public libraries numbering each 300 volumes or upwards for 1883-'84, &c.—Continued.

Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.			Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.	
1	2	3	4	5	6	7	8	9	10	11	12	13	
Chicago School Libraries	Chicago, Ill.	George Howland, superintendent of schools.			Sch.	10,983			(a)				
53 St. Xavier's Library	Chicago (2834 Washington ave.), Ill.	Anno Drum	1846		Mis.	600	100	300	\$0		\$250		
54 Public School Library	Clyde, Ill.	Peter A. Downey	1881	Free	Mis.	530	8	332	0	\$0	10	\$15	
55 Public School Library	Danville, Ill.	Jas. W. Cox	1883	Free	Pub.	8,000		62,119	0	2,000	1,500	500	
56 Public School Library	Dayville, Ill.	Miss Belle Pale	1892	Free	Sch.	870	300		0	396	300	96	
60 Hyde Park Lyceum Library	Hyde Park, Ill.	Miss Mary Kemmer	1883	Sub.	Mis.	400				500			
61 High School Library	Lake View, Ill. (p. o., Wright's Grove).	A. F. Nightingale	1874	Free	Sch.	500	75		0	100	100		
62 High School Library	Lanark, Ill.	F. T. Oldt	1875	Free	Sch.	390	40	455			75		
63 Public School Library	Lockport, Ill.	W. H. Brydges		Free	Sch.	420		350	0			0	
64 M. L. and S. A. Library	Morrisson, Ill.	H. A. Strader	1878	Sub.	Sch.	2,300	300			400	350		
65 Library Association	Oak Park, Ill.	Hattie Wood	1881	Sub.		1,000	75	5,000	0	700	200	475	
66 Library of River Forest Institute	River Forest, Ill.	Wesley Hakes, principal			Sch.	2,000	200						
67 High School Library	Rochelle, Ill.	A. V. Greenman	1883	Free	Sch.	675	30						
68 Public Library	Sterling, Ill.	Belle Hubbard	1878	Free	Mis.	3,675	330	17,395			1,200	800	
69 Ladies' Library Association	Streator, Ill.	Mrs. D. Le Roy	1877	Sub.		2,238	200						
70 Farmers' Library	Walshville, Ill.	A. T. Strange	1877	Free	Sch.	375	25		0	15	15	0	
71 Union Library	Yorkville, Ill.	M. E. Cornell	1872	Sub.		400			0	0	0	0	
72 Library of Society of Natural History	Brookville, Ind.	A. W. Butler, secretary	1881	Free	Sch.	1,500	350						
73 Library of Central Indiana Normal School	Ladoga, Ind.	T. E. Knotts	1883	Free	Sch.	3,500	3,500	0		0		1,000	
74 Public Library	La Fayette, Ind.	Mrs. C. P. Hyde	1881	Free	Mis.	10,000	160		0	3,000	1,800	1,200	
75 McClure Workingmen's Library Association	La Grange, Ind.	William Rheubottom	1856	Free		370							
76 Free Library Association	Malott Park, Ind.	D. F. Ringer	1882	Free	Mis. and Inst.	553	30	0	0	20	0	60	

Edoetic Library.....	Marthensville, Ind.....	J. R. Stackey.....	1882	Free	300	150	0	0	0	0
Library of Peru Graded School.....	Pern, Ind.....	A. J. Diphaye.....	1883	Free	330	330	0	0	0	0
Library of Rose Polytechnic Institute.....	Terre Haute, Ind.....	Charles C. Thompson, A. M., Ph. D., president.....	1883	Sch.....	900	900	0	0	0	0
Public Library.....	Terre Haute, Ind.....	Mrs. Lucy C. Wanner.....	1882	Free	4,000	1,200	36,432	9,376	1,326	1,016
Acad. Circulating Library.....	Adel, Iowa.....	Morris Graham.....	1879	Sub.....	350	0	210	0	30	0
Coe College Library.....	Cedar Rapids, Iowa.....	W. W. Gist.....	1881	Free	1,303	50	0	0	0	0
Cedar Lodge of Iowa, A. F. and A. M.....	Cedar Rapids, Iowa.....	T. S. Parvin.....	1841	Free	210,000	215	110,400	400	400	1,500
Free Public Library.....	Council Bluffs, Iowa.....	Maria F. Davenport.....	1822	Mis.....	5,005	612	18,250	722	722	816
Library of Danish High School.....	Elk Horn, Iowa.....	Peter Vig.....	1876	Free	1,000	100	0	0	100	0
City Library.....	Fort Madison, Iowa.....	Mrs. C. S. Miller.....	1879	Sub.....	381	47	640	200	200	200
Franklin Library.....	Onawa, Iowa.....	L. B. Avery, principal public schools.....	1867	Sub.....	500	0	0	0	0	0
Public Library (under auspices of Masonic Fraternity).....	Oskaloosa, Iowa.....	Ervin Baker.....	.....	Pub.....	500	.....	.....	.....	.....	.....
Public Library.....	Atchison, Kans.....	Mrs. Leoline Scofield.....	1880	Sub.....	2,703	440	4,870	1,412	284	126
Library of Baker University.....	Baldwin, Kans.....	Mrs. Jessie F. Breytogle.....	1858	Sub.....	1,000	200	250	250	250	250
Library Association.....	Emporia, Kans.....	Mrs. H. H. Carpenter.....	1884	Free	1,400	1,000	600	600	600	800
Public School Library.....	Union City, Kans.....	Mr. Wetzel.....	1875	Sch.....	630	75	0	0	0	0
Manhattan Institute Library.....	Manhattan, Kans.....	George C. Wilder.....	1874	Sub.....	300	500	0	0	0	0
Library of Institution for the Deaf and Dumb.....	Osage, Kans.....	H. A. Tutton.....	1863	Free	535	15	330	75	75	75
Normal School Library.....	Paduca, Kans.....	John Wherrell.....	1879	Free	2,500	120	0	0	300	0
Bishops Bowman and Vail Library.....	Topeka, Kans.....	Re. Rev. Thomas H. Vail, D. D., D. D. D. in charge.....	.....	Sch.....	4,000	0	0	0	0	0
Library of Kentucky Historical Society.....	Frankfort, Ky.....	George W. Bank, curator.....	1878	Free	2,000	.....	.....	.....	.....	.....
Dupont O'Rand Home Library.....	Louisville, Ky.....	Eliza J. Robertson.....	1871	Free	525	25	0	0	0	0
Kentucky College Libraries (2).....	Pewee Valley, Ky.....	Helen Gifford.....	1875	Free	500	20	40	40	40	40
College Institute Library.....	Princeton, Ky.....	M. Marshall Allen.....	1881	Free	700	200	0	0	0	0
La Tech Seminary Library.....	La Tech (Baldwin Co.), La.....	Rev. W. D. Godman, D. D.....	1881	Free	500	.....	.....	.....	.....	.....
Leland University Library.....	New Orleans, La.....	H. R. Taver.....	.....	Free	1,200	200	0	0	0	0
Lithgow Library.....	Augusta, Me.....	Mrs. Julia M. Clapp.....	1882	Free	5,000	100	20,000	0	0	0
Cyprus Home Library.....	Bath, Me.....	A. A. Stetson, matron.....	1874	Free	400	100	0	0	0	0
Town Library.....	Dexter, Me.....	A. A. Sprung.....	1880	Free	1,882	282	12,303	0	320	76
Library of Livingston Academy.....	Lumington, Me.....	William G. Lord.....	1875	Free	350	20	0	0	0	0
National Soldiers Home Library.....	Togus, Me.....	H. McFelman.....	1869	Free	5,973	320	13,297	5	300	290
Library of Maryland Penitentiary.....	Baltimore, Md.....	John W. Horn.....	.....	Free	1,250	300	0	95	300	0
Mt. St. Joseph's College Library.....	Carrollton, Md.....	Brother Gregory.....	1873	Free	3,000	200	0	0	250	0
Circulating Library.....	Denton, Md.....	Rachel B. Satterthwaite.....	1877	Sub.....	364	20	0	15	15	0
Library of "Thursday Club".....	Hagerstown, Md.....	William H. Barry.....	1878	Sub.....	2,800	50	2,950	0	300	250
St. George's Library.....	Reisterstown, Md.....	Robert Tobitell.....	1876	Free	4,500	15	75	0	100	75
Public Library.....	Abrington, Mass.....	Sarah A. Farnce.....	1878	Free	4,500	348	17,576	0	825	423
Free Library.....	Adams, Mass.....	W. F. Davis.....	1882	Free	2,900	775	24,775	0	1,075	925

a Some of the schools have libraries supported by interest on special funds; others have been purchased from proceeds of concerts and entertainments and from donations.

^b For four months.
^c For residents of school district.
^d Free to students.
^e Includes pamphlets.

f Includes funds of the lodge.
g Free to inmates.
h To theological students.

TABLE XVI.—Statistics of additional public libraries numbering each 300 volumes or upwards for 1883-'84, &c.—Continued.

Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.			Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books and periodicals, and binding.	Salaries and incidentals.	
1	2	3	4	5	6	7	8	9	10	11	12	13	
116 Cushing Academy Library	Ashburnham, Mass.	Alfred G. Telfe	1875	aFree	Sch	1,700	100		\$0	\$150	\$150	\$0	
117 Public Library	Ashburnham, Mass.	Mary S. Barrett	1883	Free	Pub	775	200			350	250	100	
118 Daly's Library	Boston, Mass.	J. R. Morse, teacher	1874	Sub	A & R	3,000	125		150	0	0	100	
119 Farm School Library	Boston, Mass.	Edward Mayer	1882	Free	Mis	2,931	36	0	0	0	100	0	
120 Turn Society Library	Boston, Mass.	George L. Wright	1855	Free	Pub	1,856	214	3,024	0	217	127	89	
121 Public Library	Boyiston Centre, Mass	J. W. F. Barnes, chaplain	1880	Free	Free	4,535	0	28,500	0	0	0	0	
122 Massachusetts State Prison Li- brary	Concord, Mass. (Ware- nville post office).	Henry W. Billings	1878	Free	Free	1,254	43	2,505	1,200	97	142	35	
123 Town Library	Conway, Mass.	C. F. Jacobs, principal	1875	Free	Sch	400	20	0	0	0	75	0	
124 Library of Partridge Academy	Duxbury, Mass.	Samuel P. Hadley	1875	aFree	Law	500	640		40,000	2,400			
125 Wentworth Library	Lowell, Mass.	Charles T. Ballard	1877	Free	Pub	10,000	100						
126 Ames Free Library	North Easton, Mass.	Charles S. Hall	1879	aFree	Mis	600	100		1,000	100	250		
127 Northfield Seminary Library	Northfield, Mass.	Charles Nicklin	1884	Free	Mis	1,400	30						
128 Public Library	Princeton, Mass.	Emily F. Burgess	1884	Sub	Free	400	441	4,702	12,480	777	303	392	
129 Pilgrim Library	South Chatham, Mass	Herbert L. Morse	1875	Free	Free	3,375	337	14,557	20,000	875	425	250	
130 Bacon Free Library	South Natick, Mass	Jonas B. Hunt, secretary	1881	Free	Free	9,150	600						
131 Goodnow Library	Sudbury, Mass	E. C. Thompson	1863	Free	Y.M.C.A.								
132 Young Men's Christian Associa- tion Library.	Agricultural Col- lege, Mich.	E. C. Thompson	1867	Free	Y.M.C.A.	600							
133 Putnam School Library	Albion, Mich.	Chas. J. Dowswell	1884	Free	Sch	600	600	1,002		0		0	
134 Clay Township Library	Algonac, Mich	Isaac J. Quick	1860	Free	Mis	300	0			15	15	12	
135 Township Library	Alondale, Mich	Miss Jennie W. Kerr	1852	Free	Free	421	50	1,422	30	30	30	0	
136 Library of First Ward of West Bay City.	Banks, Mich		1878	Free	Free	518	0	500	377	50	10	50	
137 Township Library	Bellevue, Mich	Chas. Hall, township clerk.	1846	Free	Mis	1,536	0			0		0	
138 Township Library	Blumfield, Mich. (Ar- thur post office).	Charles Schickan	1853	Free	Free	667	10	200	30	72	33	30	
139 Township Library	Brighton, Mich.	J. D. Ellinwood	1860	Free	Free	1,100	0	1,000		0		50	
140 Township Library	Burnside, Mich.	Pulaski Middlech.	1861	Free	Free	1,500	0			1,100		12	

141	Mussey Library.....	Charles E. Ross.....	1869	Free	360	0	100	109	20	0
142	Township Library.....	Jefferson P. Johnson.....	1869	Free	340	60	2,003	0	60	40
143	Charlevoix Library.....	W. C. Newman.....	1870	Free	415	0	1,835	0	30	25
144	Chester Library.....	Miss Eva Andrews.....	1870	Free	390	16				30
145	Clifton Library.....	Frank E. Wood.....	1871	Free	350					25
146	Library of Grosse Pointe Schools.....	Francis H. Connor.....	1876	Sub	1,100	0	100	0	100	50
147	Union School Library.....	E. O. Gladding.....	1876	Free	450	50	309	0	50	60
148	Free Library.....	Norman H. Guilanant.....	1870	Free	450	0	75	0	5	0
149	District Library, No. 1.....	Henry Stevenson.....	1870	Free	321	0				0
150	District Library, No. 4.....	S. B. Lappens.....	1855	Free	452	0	2-0			10
151	District Library, No. 7.....	Hubbard Hadden.....	1855	Free	563	0	1,300	30	30	20
152	Hantamack Township Library.....	Christopher Danulito.....	1845	Free	1,923	10		107	200	125
153	Library of Commercial Department of Detroit High School.....	L. C. Hull, principal of school.....	1883	Sch.	677	677				
154	Library of the Social Turnverein School Library.....	William Nieper.....	1858	Free	300	25				25
155	Free Library.....	J. W. Simmons.....	1870	Free	500	72	639		100	100
156	Eau Claire Library.....	Cloue Edna Sears.....	1875	Free	3,090	250	0	0	1,500	850
157	Easley Township Library.....	Smith Cook, township clerk.....	1870	Free	430	0	300	0	65	20
158	Hampton Library.....	William Ficker.....	1860	Free	475	0	6,000	0		28
159	Oscoda Township School Library.....	Charles E. Ball.....	1878	Free	378	93				115
160	Pile Lake Library.....	Edward T. Woodruff.....	1874	Free	400		25	35	20	25
161	Union School District Library.....	Lena E. Taylor.....	1855	Mis.	4,050	525	2,980	0	650	150
162	Township Library.....	Jelma M. List.....	1855	Free	613	0	0	99	27	4
163	Freedom Library.....	William Beuerle, jr.....	1852	Free	408	0		0	0	7
164	Township Library.....	G. M. Spencer.....	1875	Free	500	30	1,000	0	50	50
165	Harrisville Library.....	David E. Storans, town clerk.....	1852	Free	500	0				950
166	Hart Library.....	James H. Slater.....	1878	Free	389	21	1,200	0	40	50
167	Hastings Library.....	Ella E. Hallack.....	1870	Free	1,000	250		100	200	0
168	Barry Township Library.....	Willard A. Lasher.....	1870	Free	500	15				10
169	Township Library.....	Isaac Marsilio.....	1854	Free	650	43			100	
170	High School Library.....	Annie M. Bolan.....	1866	Free	631	25	1,000			40
171	Bretting Township Library.....	H. McLaughlin, secretary.....	1882	Free	1,154	247		750	450	200
172	Geneva Township Library.....	George H. Reeve.....	1854	Free	329	1	200	0	21	8
173	District Library.....	Ella Marvin.....	1876	Free	370	0	1,316	55	0	3
174	Kawkawlin Township Library.....	Amos Wheeler.....	1877	Mis.	350	40	2,073	76	50	75
175	High School Library.....	W. D. Chizele, superintendent of city schools.....	1872	Free	300		1,000		125	
176	Township Library.....	James E. Hiltton.....		Free	670	50		30	30	5
177	Union School Library.....	Robert W. Graham.....	1875	Free	543	145	4,720	213	163	50
178	School Library.....	Webster Cook, superintendent of schools.....		Free	2,500			326	215	
179	School District Library No. 1 of Sault Ste. Marie.....	Joseph C. Merrell.....	1863	Free	525	16			10	8
180	Union School Library.....	H. F. Derr.....		Free	448	6			100	

f Free to residents.
g Librarian's salary.

Free to members of Lowell bar only.
 Year of foundation; not opened until March, 1883.
 Income from fund only.

^aFree to students.
^b Succeeded the Boylston Social Library, which was organized in 1792.

TABLE XVI.—Statistics of additional public libraries numbering each 300 volumes or upwards for 1883-'84, &c.—Continued.

Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.			Books, periodicals, and binding.	Yearly expenditures.
									Amount of permanent fund.	Total yearly income from all sources.	10	11	12
1	2	3	4	5	6	7	8	9	10	11	12	13	14
181 Union School Library.....	Midland, Mich.....	L. S. Norton.....	1872	Free	Sch.....	782	26	1,156	\$0	\$29	\$29	\$25	
182 Public School Library.....	Mt. Clemens, Mich.....	Wesley Sears.....	1866	Free	Sch.....	815	16	1,156	0	73	25	0	
183 Public School Library.....	Niles, Mich.....	J. T. Beach, superintendent of public schools.....	1879	Free	Mis.....	1,369	106		0	200	200		
184 Union School Library.....	Northville, Mich.....	W. H. Cluver, principal of schools.....	1860	Free	Sch.....	887	65	500		60	62	0	
185 Ozden Library.....	Ozden, Mich.....	Smith C. Fairbanks.....	1860	Free	Sch.....	1,300	67		60	59	35	15	
186 Union School Library.....	Onionagon, Mich.....	James S. Monroe.....	1860	Free	Sch.....	1,300	15		0	0	0	40	
187 Township Library.....	Oshtemo, Mich.....	A. T. Palmer.....	1840	Free	Sch.....	1,301	46		0	60	60	40	
188 Township Library.....	Oshtemo, Mich.....	A. Assel.....	1876	Free	Sch.....	370	75		125	50	60	85	
189 Public School Library.....	Orsago Lake, Mich.....	W. S. H. Walton.....	1876	Free	Sch.....	375	20	380	0	0	15	30	
190 Township Library.....	Orsago, Mich.....	J. M. Wright.....	1882	Free	Sch.....	412	22	483	0	0	7	0	
191 District School Library No. 2, of Nanken Township.....	Perrinville, Mich.....	Ransom Wilkinson.....	1880	Free	Sch.....	500	15	100	0	15	7	5	
192 Library of Phoenix Academy.....	Phoenix, Mich.....	A. W. Hawks, secretary.....	1876	Free	Sch.....	451	0	0	0	14	0	30	
193 Phoenix Public Library.....	Phoenix, Mich.....	J. S. Osborne.....	1876	Free	Sch.....	1,000	75	0	0	60	60	30	
194 School Library District No. 1.....	Port Austin, Mich.....	William D. Clark.....	1880	Free	Sch.....	308	0	1,020	0	120	30	30	
195 Rubicon Township Library.....	Port Hope, Mich.....	John D. Cornett, town clerk.....	1872	Free	Sch.....	400	0		0	0	0	10	
196 Township Library.....	Ravenna, Mich.....	Edward Berholomew.....	1882	Free	Sch.....	390	0		0	34	30	29	
197 Township Library.....	Riga, Mich.....	Peter Fisher.....	1882	Free	Sch.....	900	104	250	0	73	72	18	
198 Public School Library.....	Romcon, Mich.....	Miss Helen J. Millepaugh.....	1867	Free	Sch.....	475	25		0	106	0	30	
199 Union Township Library.....	Roseville, Mich.....	Henry Bloss.....	1880	Free	Sch.....	217	0		120	75	0	30	
200 Saginaw Public Library.....	Saginaw, Mich.....	Miss Josephine E. Johnston.....	1875	Free	Sch.....	5,000	200	5,647	0	275	250	100	
201 Somerville School Library.....	St. Clair, Mich.....	Miss Maria E. King.....	1880	Free	Sch.....	300	0		0	0	0	0	
202 Victor Township Library.....	St. John's, Mich.....	Charles B. Giffels, township clerk.....	1880	Free	Mis.....	300	25	500	0	20	20	0	
203 Union School Library.....	Saline, Mich.....	C. N. How, town clerk.....	.....	Free	Sch.....	300	0	0	0	19	0	0	
204 Sand Beach Township Library.....	Sand Beach, Mich.....	John L. Brennan.....	.....	Free	Sch.....	301	2		0	0	0	15	
205 Township Library.....	Schetswain, Mich.....	Peter Surine.....	1860	Free	Sch.....	406	56		41			25	

TABLE XVI.—Statistics of additional public libraries numbering each 300 volumes or upwards for 1883-84, &c.—Continued.

Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
1	2	3	4	5	6	7	8	9	10	11	12	13
242 Albany Public Library.....	Albany, N. Y.....	Frances M. Prentice.....	1882	Free	Mis.....	5,880	917	23,382	\$0	\$1,470	\$976	\$495
243 Union School Library.....	Albany, N. Y.....	Fleming A. Greene.....	1876	Free	Sch.....	713	55	382	0	0	67	0
244 School Library, District No. 2.....	Albany, N. Y.....	W. M. Whitney.....	1876	Free	Sch.....	900	3	200	0	16	16	0
245 Caruga County Historical Library.....	Auburn, N. Y.....	John H. Osborne.....	1876	Sub.	Hist.....	572	11	0	0	0	38	0
246 Library of Cayuga Asylum for Destitute Children.....	Auburn, N. Y.....	Charlotte L. Smith, corresponding secretary.....	1876	Free	A. & R.....	330	0	0	0	0	0	0
247 Library of School District No. 2 (East Chester).....	Bronxville, N. Y.....	Mrs. Grace R. Sanford.....	1870	Free	Sch.....	1,040	5	635	0	10	50	0
248 Library of St. John's College.....	Brooklyn, N. Y.....	Rev. P. Carroll, C. M.....	1881	Free	Col.....	5,000	300	0	0	0	0	0
249 Library of St. John's Home.....	Brooklyn, N. Y. (corner Albany and St. Mark's avenues).....	Sister M. de Chantal.....	1874	Free	A. & R.....	800	500	0	0	0	40	0
250 Union School Library.....	Canajoharie, N. Y.....	Charles F. Wheelock, principal of school.....	.....	Free	Mis.....	800	300	0	0	0	0	0
251 School Library, District No. 13.....	Canandaigua, N. Y.....	W. P. Visserwell.....	.....	Free	Sch.....	730	10	250	0	0	20	20
252 School Library, District No. 3.....	Castleton, N. Y.....	Nelson A. Macdonald.....	1850	Free	Sch.....	635	8	616	0	100	100	25
253 School District Library, No. 2.....	Cherkowaga, N. Y. (Williamsville, N. Y.).....	Joseph Gangloff.....	.....	Free	Sch.....	330	0	40	0	4	4	0
254 School Library, District No. 4.....	Cherkowaga, N. Y. (Williamsville P. O.).....	Mrs. J. Daringer.....	.....	Free	Sch.....	360	8	75	0	0	0	0
255 Library of the Towns of Clay and Lysander.....	Clay, N. Y.....	F. W. Green.....	1840	Free	Free.....	310	0	102	0	0	0	0
256 Depot Library.....	David's Island, N. Y. (P. O. Pellham).....	John McE. Hyde, first lieutenant, U. S. A.....	.....	Free	Gar.....	3,030	2	3,480	110	112	110	65
257 Union School Library.....	Elizabethtown, N. Y.....	William H. Coats.....	1876	Free	Sch.....	400	250	0	0	0	157	0
258 Library of State Reformatory.....	Elmira, N. Y.....	Z. R. Brockway, general superintendent.....	.....	Free	Free.....	2,730	530	0	0	100	100	0
259 Library of District School No. 1.....	Elkhash, N. Y.....	A. Whigan.....	1840	Free	Mis.....	2,237	520	1,000	0	100	100	0
260 Academy Library.....	Fort Covington, N. Y.....	Warren J. Cheney.....	1848	Free	Sch.....	300	20	0	0	0	0	0
261 Darum R. Barker Library.....	Fredonia, N. Y.....	L. B. Greene, secretary.....	1853	Sub.	Mis.....	1,439	1,459	2,252	100	0	0	0

TABLE XVI.—Statistics of additional public libraries numbering each 300 volumes or upwards for 1883-'84, &c.—Continued.

Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.			Yearly expenditures.
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Academic Library of Olean Union School.	Olean, N. Y.	Gertrude Miller	1877	Free	Sch	507	109	395	\$0			
Union Free School Library	Oneonta, N. Y.	W. L. Cunningham	1840	Free	Sch	500	50	1,200	0	\$50	\$0	\$25
Library of School District No. 2	Oxford, N. Y.	Davy D. McGeorge	1852	Free	Sch	407	6	86	0	6	7	10
Library and Lyceum Association.	Plattsburgh, N. Y.	George F. Bixby	1865	Sub	Mis	686	6	300	0	21	15	0
Union Free School Library	Port Chester, N. Y.	A. M. Drummond	1882	Free	Sch	1,432	194	2,561	0	200	200	100
Union School Library	Port Jervis, N. Y.	John M. Dolph; superintendent of schools.	1882	aFree	Sch	2,880	2,171	10,000	0		1,600	60
Central Library.	Rochester, N. Y.	S. A. Ellis	1861	Free	Sch	15,000	1,000	5,000		1,500	300	1,500
Library Association	Shelbygan Falls, N. Y.	Abner Heald	1883	Sub.	Mis	400	60	200	0	100	60	40
Union Free School Library	Stillwater, N. Y.	C. H. Williams	1883	Free	Sch	415	290	0	0	6200	95	0
Union Free School Library	Tonawanda, N. Y.	George M. Warren	1884	Free	Sch	1,227	116	0	0	95	95	0
Union School Library	Union Springs, N. Y.	Ella Spickerman	1884	Free	Sch	500	0	500	0	0	10	0
Library of Oneida Historical Society.	Utica, N. Y.	M. M. Jones	1876	cFree	Hist	43,251	41,593	0	0		0	0
District School Library No. 2 (Castleton).	West New Brighton, N. Y.	John Graham	1843	Free	Mis	1,072	45	683		46	46	0
Public Library	Yonkers, N. Y.	Agnes Claxton	1883	Free	Mis	4,500	1,200	8,000	0	437	437	700
Library of Scotia Seminary	Cenard, N. C.	Miss Fannie D. Goodfellow	1876	Free	Sch	1,000						
Wells Library	Albany, Ohio (Lee post office).	Lizzie A. Black	1860	Free & sub	Soc 1	1,516		1,514	1,000	115	100	15
Public School Library	Ashland, Ohio.	J. E. Stubbs	1883	Free	Sch	1,000			0			
Columbia Branch of Public Library of Cincinnati	Cincinnati, Ohio.	Chester W. Merrill	1879	Free	Pub	2,500	0		0			
Library of Cincinnati Turngemeinde.	Cincinnati, Ohio (517 Walnut st.).	Oswald Dietz	1850	Free	Mis	2,600	12					0
St. Joseph's College Library	Cincinnati, Ohio.	Rev. J. J. French, C. S. C.	1870	Free	Coll	2,000	100	1,200			200	
Horne Library	Delaware, Ohio.	Annie M. Strauss	1870	Free	Mis	1,168	96			406	283	
Young Men's Christian Association Public Library.	Franklin, Ohio	D. E. Lorenz	1874	Sub.	Mis	1,550	100	1,600	3,000	230	150	300

TABLE XVI.—Statistics of additional public libraries numbering each 300 volumes or upwards for 1883-84, &c.—Continued.

Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.			Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.	
1	2	3	4	5	6	7	8	9	10	11	12	13	
341 District Library.....	Sewickley, Pa.....	O. H. Phillips.....	1883	Free	Mis.....	1,500	200		\$0	\$150	\$150	\$50	
342 Library of Workmen's Club.....	South Bethlehem, Pa.....	A. N. Cleaver, secretary.....	1870	Free	Mis.....	1,500							
343 Toughkenamon Boarding School Library.....	Toughkenamon, Pa.....	H. M. Cope.....	1870	Free	Sch.....	320							
344 Public School Library.....	Williamsport, Pa.....	Charles Clarence Stauffer.....	1872	Free	Mis.....	1,121	498	3,000	0	300	612		
345 Anthony Free Library.....	Anthony, R. I.....	William E. Maccreading.....	1840	Free	Sch.....	1,000	50	900	0	0	50	612	
346 Ashton Library.....	Ashton, R. I.....	Abraham A. Carpenter.....	1869	Free	Sch.....	684		800					
347 Public Library.....	Carolina, R. I.....	J. E. Kelly.....	1881	Free	Pub.....	801	67	2,048	0	175	160	75	
348 Free Public Library.....	Central Falls, R. I.....	Joseph W. Freeman.....	1882	Free	Pub.....	1,071	143	9,333	0		200	100	
349 State Prison Library.....	Cranston, R. I.....	Philip R. Weaver.....	1838	Free	A. & R.....	1,500	190	1,500			137		
350 Seckonk and East Providence Free Library.....	East Providence Centre, R. I.....	Mrs. Sarah W. Dexter.....	1819	Free	.....	1,530	123	2,774	0	175	75	65
351 Beacon Library.....	Georgetown, R. I.....	Frank O. Martin.....		Free	.....	700			0	0		12
352 Monton Union Library.....	Hopewell Valley and Wyoming, R. I.....	Amos G. Nichols.....		Sub.....	.....	600						
353 State Prison Library.....	Howard, R. I.....	C. Canfield.....	1839	Free	A. & R.....	1,496	161				137		
354 Free Library, District No. 1.....	Middletown, R. I.....	Daniel M. Chase.....	1876	Free	.....	1,084	60	100		75	75	
355 Ladies' Passaic Library.....	Passaic, R. I.....	Mrs. Elmer Schofield, secretary.....	1876	Sub.....	.....	965	53	1,600		300	48	100
356 Free Public Library.....	Pawtucket, R. I.....	William R. Sayles, secretary.....	1876	Free	Mis.....	7,000	486	26,066		3,786	1,004	2,781	
357 High School Library.....	Pawtucket, R. I.....	Alvin P. Pease, superintendent of schools.....	1879	Free	Sch.....	376	12				20	0	
358 Library of Candace Street Grammar School.....	Providence, R. I.....	E. H. Howard, principal of school.....	1880	Free	Sch.....	800	20	3,200	0		30		
359 Library of Point Street Grammar School.....	Providence, R. I.....	James M. Sawin.....	1874	Free	Sch.....	1,000	200	2,262					
360 Riverside Public Library.....	Riverside, R. I.....	Cora E. Ten Eyck.....	1881	Free	Pub.....	949	73	1,644			48	640	
361 Library of Polytechnic and Industrial Institute.....	Bluffton, S. C.....	J. Douglas Robertson.....	1880	Free	Sch.....	1,500	250	725	0		50		

TABLE XVII. — *Statistics of training schools for nurses for 1883-'84; from replies to inquiries by the United States Bureau of Education.*

Name.	Location.	Date of incorporation.	Date of organization.	Superintendent.	Number of instructors.	Present number of pupils.	Graduates in 1884.	Total number of pupils since organization.	Graduates since organization.	Number of years in full course of study.	Number of weeks in school last year.	Salary paid pupils.	Conditions of admission.
												13	14
1 Hartford Hospital Training School for Nurses.	Hartford, Conn.	1877	1877	Leander Hall .....	.....	16	69	.....	629	2	52	\$10 a month for the first year; \$14 a month for the second.	Age, 21-35; sound health and good character.
2 Connecticut Training School for Nurses.	New Haven, Conn.	1873	1873	Caroline K. Eaton, secretary.	3	34	15	150	73	13	50	\$182 during entire course.	Age, 22-40; good character, sound health, and fair education.
3 Illinois Training School for Nurses.	Chicago, Ill. (304 Home street).	1880	1881	Miss M. E. Hemple....	(c)	42	14	57	14	2	50	\$8 a month for the first year; \$12 a month for the second.	Age, 21-35; sound health, good moral character, and fair education.
4 Flower Mission Training School for Nurses.	Indianapolis, Ind. ....	.....	1883	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5 Baltimore Training School for Nurses (Woman's Medical College of Baltimore)	Baltimore, Md. ....	.....	1884	.....	7	.....	.....	.....	.....	.....	.....	.....	.....
6 Boston City Hospital Training School for Nurses.	Boston, Mass.	1880	1878	Miss Linda Richards.	13	61	25	191	363	2	52	\$10 a month for the first year; \$14 a month for second; graduates, \$20 to \$50 a month.	Age, 21-35; a certificate of sound health and good character.
7 Boston Training School for Nurses (Massachusetts General Hospital).	Boston, Mass.	1875	1873	Miss Anna C. Maxwell	15	50	13	380	124	2	50	\$10 a month first year; \$14 a month for second year.	Age, 21-35; good grammar school education.
8 Training School for Nurses (New England Hospital for Women and Children).	Boston, Mass. (Codman avenue, Roxbury district).	1883	1872	H. F. Kimball, chairman nurse committee.	21	17	8	170	72	13	50	\$1 a week for first 6 months; \$2 a week for second 6 months; and \$3 a week for last 4 months.	Age, 22-32 preferred; good reference as to character and disposition, have sound health and common school education.
9 Ferrard Training School for Nurses.	Detroit, Mich.	1883	1884	Emma A. Hodgkinson..	3	12	.....	12	.....	2	45	\$6, \$8, and \$10 a month.	Age, 25; good education and health.

10	Minnesota College Hos- pital Training School for Nurses.	Minneapolis, Minn.....	1883	F. A. Dunsmeor, M.D., Dean Minnesota Col- lege Hospital.	7								Age, 18-19; sound health and good moral charac- ter, and a payment in advance of a fee of \$50 for the session.
11	Northwestern Hospital Training School.	Minneapolis, Minn. (2527 Third-anti-a- half avenue south).	1883	Mrs. Sallie E. Norton...	3	4	2	7	2	1	50	\$1 a week for first 9 months; for the last 3 months, \$3 a week.	Age, 20-30; must have good moral character and sound health.
12	St. Louis Training School.	St. Louis, Mo. (1510 Lafayette avenue).	.....	Miss Emma L. Warr...									
13	Training School for Nurses (Orange Me- morial Hospital).	Orange, N. J.	1884	Helen M. Reynolds ...	1	9	5	14	5	2	50	Nothing the first 3 months; \$6 a month for next 3 months; and \$12 a month for the remaining time. \$9 a month first year and \$14 a month for second.	Age, 20-35; good moral character and common school education.
14	Training School for Nurses of the Ladies' Hospital Association.	Paterson, N. J. (Mar- ket street).	1871	Miss K. Russel	8	5	2	7	2	2	50		Age, 25-35; must have good health and present a certificate from 2 re- sponsible persons.
15	Brooklyn Training School for Nurses (Brooklyn Hospital).	Brooklyn, N. Y. (De Kalb avenue and Raymond street).	1881	Miss A. C. Davis	15	23	68	45	612	2	52	\$9 a month the first year; \$15 a month the second; and \$20 to graduate head nurses; board, wash- ing, and lodging to all.	Age, 21-35; sound health, fair education, refine- ment of manner and habits, and good moral character.
16	Long Island College Hos- pital Training School. New York State School for Training Nurses.	Brooklyn, N. Y. (46 Concord street).	1871	Miss Irene H. Sutcliffe	10								Age, 21-40; sound health and good character.
17	Training School for Nurses (Brooklyn Homeopathic Hos- pital).	Brooklyn, N. Y. (109 Cumberland street).	1884	Gertrude A. Barrett ..	8	16	0	16	*6	2	52	\$10 a month for first year; \$15 a month for second year.	Age, 25-35; sound health, good education, and moral character.
18	Buffalo General Hospital Training School for Nurses.	Buffalo, N. Y.	0	Miss Cornelia E. Seelye	10	20	7	50	24	2	50	\$9 a month the first year; \$12 a month the second year.	Age, 22-35; a common school education and satisfactory references of good character and sound health.
19	Charity and Maternity Hospitals Training School.	New York, N. Y. (Blackwell's island).	0	Louis L. Seaman, M.D., D.D., chief of staff.	10	42	22	235	127	2	52	\$10 a month the first year; \$15 a month the second year.	Age, 20-35; a liberal edu- cation, good moral char- acter, and sound health.
20	Mt. Sinai Training School for Nurses.	New York, N. Y. (852 Lexington avenue).	1881	Miss P. P. Washburne.	6	25	613	48	620	2	52	\$9 a month the first year; \$15 a month the second year.	Age, 20-35; good English education, sound health and moral character, and general fitness for the work.

* From Report of the Commissioner of Education for 1882-83.

a Graduates of 1883.

b Not including the graduates of 1884.

c Medical staff of hospital.
d Date of incorporation of hospital.

e With a corps of lecturers.

f Since the formal organization of the school in Sep-
tember, 1872.

g Eight of these are lecturers in the spring course.

29	South Carolina Training School for Nurses.	Charleston, S. C.	1883	1883	Miss A. F. Jones.	e2	10	....	10	....	2	50	\$5 a month for first year; \$6 a month for second year.	Age 21-25; good common school education, proper capacity as to physical character, and good moral character.
30	Mary Fletcher Hospital Training School for Nurses.	Burlington, Vt.	1882	1882	A. J. Willard, A. M., M. D.	6	20	....	45	....	2	4	\$2½ to \$3 per week	Age 20-40; certificate of moral health and good moral character; good English education, and must pay in advance a fee of \$10 for the session.
31	Washington Training School for Nurses.	Washington, D. C. (532 Twelfth street N. W.).	1877	1877	Mrs. Alice R. West-fall.	8	13	4	43	11	2	25	....	Age 20 and over; two satisfactory certificates of moral character and sound health, and must have a good common school education.

a Graduates of 1883.

b Not including the graduates of 1884.

c Date of incorporation of hospital.

d From January, 1883, to July, 1884.

e Also 4 medical lecturers.

Training schools for nurses from which no information has been received.

Name.	Location.
Missouri School of Midwifery and Diseases of Women and Children House and Hospital of the Good Shepherd Philadelphia Lying-in Charity and Nurse School	St. Louis, Mo. Sydney, N. Y. Philadelphia, Pa.

MEMORANDUM.—Training School for Nurses (Cincinnati College of Medicine and Surgery), Cincinnati, Ohio; closed.

TABLE XVIII.—Statistics of institutions for the deaf and dumb for 1883-'84; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.		
					Total number.	Number of semi-months.	Total.	Male.	Female.
1	2	3	4	5	6	7	8	9	10
1 Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala.	1860	State	Joseph H. Johnson, M. D.	4	0	53	30	23
2 Arkansas Deaf-Mute Institute	Little Rock, Ark.	1868	State	John C. Littlepage	8	2	60	33	27
3 Georgia Institution for the Deaf and the Blind.	Berkeley, Cal.	1860	State	Waring Wilkinson, M. A.	9	0	128	80	48
4 Chicago Day Schools for Deaf-Mutes b.	Colorado Springs, Colo.	1874	State	P. W. Downing	4	1	47	.....	.....
5 American Asylum for the Education of the Deaf and Dumb.	Hartford, Conn.	1816	Board of directors.	Job Williams, M. A.	16	2	179	108	71
6 Whipple's Home School.	Mystic River, Conn.	1869	Private	N. F. Whipple	2	0	15	12	3
7 Georgia Institution for the Deaf and Dumb.	Cave Spring, Ga.	1816	State	Wesley O. Connor	6	3	89	51	38
8 Chicago Day Schools for Deaf-Mutes b.	Chicago, Ill. (43 South May street).	1875	Board of education.	Rev. Philip A. Emery, M. A., D. D.	65	1	52	22	30
9 Voice and Hearing School for the Deaf and Dumb.	Englewood, Ill.	1883	Private	Miss Mary McCowen	2	0	12	10	2
10 Illinois Institution for the Education of the Deaf and Dumb.	Jacksonville, Ill.	1839	State	Philip G. Gillett, A. M., LL. D.	29	.....	522	311	211
11 Indiana Institution for Educating the Deaf and Dumb.	Indianapolis, Ind.	1844	State	William Glenn, superintendent	18	7	323	175	153
12 Iowa Institution for the Deaf and Dumb	Council Bluffs, Iowa	1855	State	H. C. Hammond, superintendent.	19	3	275	162	113
13 Kansas Institution for the Education of the Deaf and Dumb.	Osage, Kans.	1862	State	H. A. Turton	10	2	190	102	88
14 Kentucky Institution for Deaf-Mutes	Danville, Ky.	1829	State	David C. Dudley, Jr., M. A.	8	2	168	94	74
15 Louisiana Institution for the Education of the Deaf and Dumb.	Baton Rouge, La.	1852	State	R. G. Ferguson, A. M.	3	1	50	28	22
16 Portland School for the Deaf	Portland, Me.	1876	City	Miss Ellen L. Barton	5	0	30	20	10
17 F. Knapp's Institute d	Baltimore, Md.	1877	Private	F. Knapp	5	.....	32	20	12
18 Maryland School for the Colored Blind and Deaf-Mutes.	Baltimore, Md. (238 Saratoga street).	1872	State	Frederick D. Morrison, A. M., supt.	1	0	15	8	7
19 Maryland School for the Deaf and Dumb.	Frederick, Md.	1867	State	Charles W. Ely, A. M.	10	1	98	53	45

20	New England Industrial School for Deaf-Mutes	1879	Trustees	Nellie H. Swett	2	0	20	12	8
21	Horace Mann School for the Deaf	1869	School board	Miss Sarah Fuller	8	0	92	42	50
22	Clarke Institution for Deaf-Mutes	1807	Priv. cor.	Harriet B. Rogers	13	0	85	47	38
23	Mellican Institution for Educating the Deaf and Dumb	1854	State	M. T. Cass, superintendent	15	2	267	141	126
24	Evangelical Lutheran Deaf-Mute Institution	1874	Ev. Luth. Asso	H. Uhlig	3	0	44	28	10
25	Minnesota School for the Deaf	1863	State	J. L. Noyes, A. M., superintendent	9	4	130	70	60
26	Mississippi Institution for the Deaf and Dumb	1853	State	J. R. Doherty, M. A.	5	1	5	3	2
27	Missouri Institution for the Education of the Deaf and Dumb	1831	State	William D. Kerr, A. M.	12	1	230	132	98
28	St. Joseph's Institute	1882	R. C.	Sisters of St. Joseph	2	---	18	7	11
29	St. Louis Day School for Deaf-Mutes	1878	School board	Delos A. Simpson, B. A.	3	2	43	30	13
30	Nebraska Institute for the Deaf and Dumb	1869	State	J. A. Gillespie, B. D.	8	1	115	74	41
31	New Jersey School for Deaf-Mutes	1883	State	Weston Jenkins, M. A., supt.	3	2	82	47	35
32	Le Contours St. Mary's Institution for the Improved Instruction of Deaf-Mutes	1854	R. C.	Sister Mary Ann Burke	11	---	154	80	68
33	St. Joseph's Institute for Improved Instruction of Deaf-Mutes	1869	Board of managers	Mary B. Morgan, supt.	21	2	259	125	134
34	Institution for the Improved Instruction of Deaf-Mutes	1867	Trustees	David Greenberger	14	0	187	108	79
35	Institution for the Instruction of the Deaf and Dumb	1817	Directors	Isaac Lewis Peck, LL. D.	18	4	419	270	149
36	Western New York Institution for Deaf-Mutes	1876	Trustees	Zenas F. Westervelt	20	0	102	81	81
37	Central New York Institution for Deaf-Mutes	1875	Trustees	Edward Beverly Nelson, B. A.	11	4	180	111	69
38	North Carolina Institution for the Deaf and Dumb and the Blind	1845	State	Hezekiah A. Gidger, M. A.	8	1	114	59	55
39	Cincinnati Day School for Deaf-Mutes	1875	School board	Alfred F. Wood	2	0	29	18	11
40	Ohio Institution for the Education of the Deaf and Dumb	1829	State	Amasa Pratt, A. M.	25	5	476	260	216
41	Oregon School for Deaf-Mutes	1870	State	Rev. P. S. Knight, superintendent	2	0	26	11	15
42	Erle Day School	1875	School board	Miss Mary H. Welsh	1	0	12	9	8
43	Oral Branch Pennsylvania Institution	1881	Pa. Institute	Miss Emma Garrett	8	---	74	46	28
44	Pennsylvania Institution for the Deaf and Dumb	1821	Directors	Josiah Foster	3	3	436	252	184
45	Seranton Oral School	1883	City sch. l b'd	Miss Mary Allen, teacher	1	---	14	7	7
46	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb	1876	Corporation	Thomas MacIntire, ph. d.	7	2	120	78	42
47	Rhode Island School for the Deaf	1877	State board of education	Katharine H. Austin	3	0	33	16	17
48	South Carolina Institution for the Education of the Deaf and Dumb and the Blind	1849	State	Newton F. Walker, supt.	3	0	58	26	32
49	Tennessee School for Deaf and Dumb	1845	Trustees	Thomas L. Moses	6	---	131	79	52

^c This institution has three branches, one situated at Fordham, another at Brooklyn (310 Henry st.), and another at Throg's Neck. The statistics here given are for the three branches.

^f Including teachers in oral branch.

^e Not including principal.

^d School for hearing youth, with classes for deaf-mutes.

^a From Report of the Commissioner of Education for 1882-83.

^b One of these is a mute.

^c Including Deaf-Mute High School and three primary schools.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for 1883-'84, &c.—Continued.*

Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.		
					Total number.	Number of semi-mutes.	Total.	Male.	Female.
1	2	3	4	5	6	7	8	9	10
50 Texas Institution for the Education of the Deaf and Dumb.	Austin, Tex.	1857	Trustees.....	W. Shapard, superintendent.....	9	.....	98	62	36
51 Virginia Institution for the Education of the Deaf and Dumb and the Blind.	Staunton, Va.	1839	State.....	Thomas S. Doyle.....	10	2	79	43	36
52 West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va.	1870	State.....	John Collins Covell, M. D.	5	2	66	37	29
53 Wisconsin Institution for the Education of the Deaf and Dumb.	Delavan, Wis.	1852	State.....	John W. Swiler, M. A., supt.	13	1	212	137	75
54 Milwaukee Day School for Deaf Children	Milwaukee, Wis. (cor. Prairie and State sts.)	1883	Wis. Phonological Ins.	Paul Binner.....	.....	.....	8	6	2
55 St. John's Catholic Institution.	St. Francis Station, Wis.	1870	R. C.	Rev. Charles Fessler.....	3	.....	37	22	15
56 Dakota School for Deaf-Mutes.	Siox Falls, Dak.	1880	Territorial....	James Simpson.....	1	1	23	15	8
57 A. Graham Bell's School.	Washington, D. C. (1224 Sixteenth st.)	1883	Private.....	A. Graham Bell, ph. D.	2	.....	2	1	1
58 Columbia Institution for the Deaf and Dumb.	Washington, D. C. (Ken- dall Green)	1857	Corporate.....	E. M. Gallaudet, ph. D., LL. D., prest.	14	3	110	85	15
59 National Deaf-Mute College.	Washington, D. C.	1864	National.....	E. M. Gallaudet, ph. D., LL. D., prest.	.....	.....	.....	.....	.....

^a An organization within the Columbia Institution; its statistics are there reported. See also Table IX.

TABLE XVIII.—Statistics of institutions for the deaf and dumb for 1883-'84, &c.—Continued.

NOTE.—x Indicates an affirmative answer and also the branches taught.

Name.	Average number of years spent in the institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.					Library.		Property, income, &c.								
				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.	Is agriculture taught?	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Has the institution a museum of natural history?	Number of volumes.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1 Alabama Institution for the Deaf and Dumb and the Blind.	4	200	2	0	x				x	0	0	0	500		17	\$260,000	\$315,000		\$15,000
2 Arkansas Deaf-Mute Institute.	7	500	5	x	b x	x			x	0	x	0	50	0	107	50,000	40,000		20,000
3 Institution for the Deaf and Dumb and the Blind.	6	266	3	x	b x	x	x	x	0	0	0	0	\$1,000	\$200	130	\$250,000	\$41,000		\$41,110
4 Institution for the Education of the Mute and the Blind.		63	2	x	b x	x			0	0	x	0			13	50,000	\$16,200		16,200
5 American Asylum for the Education of the Deaf and Dumb.		2,326		x	x	x			0	0	0	0	2,000		26	250,000		\$181	52,715
6 Whipple's Home School.	3½	70		x	x				x	0		0	400		26	8,000			
7 Georgia Institution for the Deaf and Dumb.		4	4	e x	x	x			0	0	0	0	1,100	50	52	40,000	16,000	0	
8 Chicago Day Schools for Deaf-Mutes &c.		128		f x	x	x			0	0	0	0					5,000		
9 Voice and Hearing School for the Deaf.		1,657			x	x			x	0	x	x	6,000		46	423,000	96,000	921	2,153
10 Illinois Institution for the Education of the Deaf and Dumb.	6				x	x			x	0	x	0							96,000
11 Indiana Institution for Educating the Deaf and Dumb.	5	1,495		g x	h x	x	x		x	0	x	0	3,193	21	104	457,925	58,000		58,062
12 Iowa Institution for the Deaf and Dumb.			4	x	h x	x	x	x	x	0	0	0	575		80	200,000	\$16,000	0	\$95,036
13 Kansas Institution for the Education of the Deaf and Dumb.	5	369		g x	b x	x	x	0	0	0	0	0			177	60,000	24,000		22,974
14 Kentucky Institution for Deaf-Mutes.	7	833	11		h x	x		x	x	x	x	x	2,000		60	140,000	30,000		23,000

g Language is also taught.

h Higher branches are also taught.

i For salaries; also \$35 a quarter per capita for current expenses.

j For two years.

d Including Deaf-Mute High School and three primary schools.

e Lip reading is also taught.

f Language management of the voice, and lip reading.

g also taught.

a These statistics are for both departments of the institution.

b Drawing is also taught.

c One-fifth mill tax on taxable property of State.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for 1883-'84, &c.—Continued.*

NOTE.—x Indicates an affirmative answer and also the branches taught.

Name.	Average number of years spent in the institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.					Library.				Property, income, &c.						
				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.	Number of volumes.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.				
1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Louisiana Institution for the Education of the Deaf and Dumb.	8	—	0	0	x	—	—	—	0	0	0	0	375	12	2	\$25,000	\$10,000	—	\$7,550
Portland School for the Deaf.	—	41	0	x	x	—	—	—	0	0	0	0	—	—	—	—	—	\$3,000	3,500
F. Knapp's Institute "a."	—	70	—	0	x	x	x	x	0	0	0	0	2,600	80	—	60,000	1,200	—	—
Maryland School for the Colored Blind and Deaf-Mutes.	8	125	—	0	x	x	—	—	0	0	0	0	—	—	—	225,000	68,500	12,100	610,600
Maryland School for the Deaf and Dumb.	41	278	3	ad x	x	—	—	—	0	0	x	0	2,200	50	10	270,000	25,000	150	24,932
New England Industrial School for Deaf-Mutes.	3	400	0	x	x	x	x	x	0	0	0	0	400	—	57	12,000	—	—	2,623
Horace Mann School for the Deaf.	4	212	0	x	x	—	—	—	0	0	0	0	130	0	—	—	—	—	—
Clarke Institution for Deaf-Mutes.	22	230	0	f x	—	—	—	—	0	0	x	x	1,000	—	11	90,000	13,315	13,890	28,653
Michigan Institution for Educating the Deaf and Dumb.	5	967	—	c x	x	x	x	—	0	0	x	x	1,561	—	83	437,123	45,000	200	42,762
Evangelical Lutheran Deaf-Mute Institution.	4-6	100	0	x	x	—	—	—	x	0	0	0	300	50	20	15,000	—	41,400	6,000
Minnesota School for the Deaf.	5-6	336	3	x	x	x	—	—	0	0	x	0	1,200	20	65	200,000	30,000	800	30,800
Mississippi Institution for the Deaf and Dumb.	7	86	1	e x	x	x	x	—	0	0	0	0	350	—	70	75,000	37,000	0	18,000
Missouri Institution for the Education of the Deaf and Dumb.	6	858	—	x	x	x	—	—	0	0	0	0	1,015	—	102	172,000	118,500	0	79,517
St. Joseph's Institute.	—	18	—	—	—	—	—	—	—	—	—	—	—	—	—	(8)	—	—	—
St. Louis Day School for Deaf-Mutes.	—	86	—	0	e x	—	—	—	0	0	0	0	—	—	—	65,000	21,000	0	21,000
Nebraska Institute for the Deaf and Dumb.	—	211	1	x	x	x	x	—	0	0	0	0	800	50	23	100,000	461,374	—	253,571
New Jersey School for Deaf-Mutes.	—	82	—	d x	x	x	—	—	0	0	0	0	—	—	—	90,000	228,400	—	33,000
Le Centre de St. Mary's Institution for the Improved Instruction of Deaf-Mutes.	6	347	—	d x	e x	x	x	—	0	0	0	x	600	30	24	90,000	228,400	1,500	—

	8	311	0	d x	e g x	x	x	x	0	0	0	0	0	500	50	52	181,287	27,296	1,267	73,789
33 St. Joseph's Institute for Improved Instruction of Deaf-Mutes, ^o	63															0	2148,580	(44,589)		44,280
34 Institution for the Improved Instruction of Deaf-Mutes.	8	3,012	90	d x	e g x	x	x	x	0	0	0	0	0	3,197	39	103	554,500	9105,337	23,966	109,383
35 Institution for the Instruction of the Deaf and Dumb.																				
36 Western New York Institution for Deaf-Mutes.	6	220	1	x	e x	x	x	x	0	0	0	0	0	600	50	0	45,000	18,108	14,191	51,188
37 Central New York Institution for Deaf-Mutes.	(1)								0	0	0	0	0	200	50	61-8	65,000	249,747	214	48,387
38 North Carolina Institution for the Deaf and Dumb and the Blind.*	8								0	0	0	0	0	1,400	50	4	6100,000	636,000	0	636,000
39 Cincinnati Day School for Deaf-Mutes.		84	0	0	e x	x	x	x	0	0	0	0	0	0	0	0	750,000	100,075	0	95,301
40 Ohio Institution for the Education of the Deaf and Dumb.	7	2,063							0	0	0	0	0	2,000	0	10				
41 Oregon School for Deaf-Mutes.	5	76	0						0	0	0	0	0	0	0	4	3,000	4,000	2800	4,061
42 Erie Day School.																				
43 Oral Branch Pennsylvania Institution.																				
44 Pennsylvania Institution for the Deaf and Dumb.	53	2,079	13	d x	x	x	x	x	0	0	0	0	0	5,000		2	850,000			
45 Scranton Oral School.																				
46 Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.		184	0	x	x	x	x	x	0	0	0	0	0		50	163	150,000	286,700	500	21,234
47 Rhode Island School for the Deaf.	21	45	0	d x	e x	x	x	x	0	0	0	0	0	310		0	203,500	0	0	2,700
48 South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	8	185							0	0	0	0	0			157	640,000	6556	610,142	
49 Tennessee School for Deaf and Dumb.	5								x	0	0	0	0	500		8	100,000	20,000		22,000
50 Texas Institution for the Education of the Deaf and Dumb.	4	263							x	0	0	0	0	500		57	75,000	98,736	0	94,000
51 Virginia Institution for the Education of the Deaf and Dumb and the Blind.	7	554							0	0	0	0	0	500	0	42	6200,000	635,000	1,250	633,171
52 West Virginia Institution for the Deaf and Dumb and the Blind.	7	201	1	0	e x				0	0	0	0	0	634	0	25	680,000	629,450	0	629,508
53 Wisconsin Institution for the Education of the Deaf and Dumb.	3,16	687	3	x	x	x	x	x	0	0	0	0	0	1,000	100	37	100,000	40,000	150	40,000
54 Milwaukee Day School for Deaf Children.									0	0	0	0	0	0	0	0			300	1,300
55 St. John's Catholic Institution.	4	152							0	0	0	0	0					0		

* From Report of the Commissioner of Education for 18-22-S1.

^o For two years.

¹ This school is a part of the public school system and has its rooms in one of the public school buildings.

² Total receipts from all sources.

³ A large proportion of this was expended for permanent purposes.

⁴ Includes appropriation from county.

⁵ This institution has three branches, one situated at Portland, another at Brooklyn (510 Henry street), and another at Throgg's Neck. The statistics here given are for the three branches.

⁶ Higher branches are also taught.

⁷ Includes some income from other States.

⁸ Lip reading is also taught.

⁹ Drawing is also taught.

¹⁰ Articulation and lip reading are the basis of instruction in this institution.

¹¹ Includes some income from other States.

¹² Includes some income from other States.

¹³ Includes some income from other States.

¹⁴ Includes some income from other States.

¹⁵ Includes some income from other States.

¹⁶ Includes some income from other States.

¹⁷ Includes some income from other States.

¹⁸ Includes some income from other States.

¹⁹ Includes some income from other States.

²⁰ Includes some income from other States.

^p Value of building, furniture, and apparatus.

^q Includes appropriation from counties and cities.

^r Includes \$2,704 from other sources.

^s Kindergarten instruction is given and higher English branches, Latin, and drawing are also taught.

^t Six years as county charges; eight years as State charges.

^u Territorial appropriation for pupils from Washington Territory.

^v Includes \$80,000 for buildings.

^w Includes \$500 for traveling expenses of indigent pupils.

^x Free hand drawing and oil painting taught.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for 1883-'84, &c.—Continued.*

NOTE.—x indicates an affirmative answer and also the branches taught.

Name.	Average number of years spent in the institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.					Is agriculture taught?	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Has the institution a museum of natural history?	Library.		Property, income, &c.				
				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.					Number of volumes.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Dakota School for Deaf Mutes.....	.....	28	.....	0	x	.....	.....	.....	x	0	0	0	30	0	10	\$25,000	\$52,000	\$0	\$4,830
A. Graham Bell's School.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Columbia Institution for the Deaf and Dumb.....	8	492	39	x	x	x	x	x	0	x	x	x	3,000	.....	100	700,000	658,500	4,163	58,172
National Deaf-Mute College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

^a Drawing is also taught.^b Territorial appropriation for building and furniture.^c Congressional appropriation.^d An organization within the Columbia Institution; its statistics are there reported. See also Table IX.

TABLE XVIII.—*Memoranda.*

Name.	Location.	Remarks.
School of Articulation	Marquette, Mich	Closed.
Minnesota Institution for the Education of the Deaf and Dumb and Blind	Fairbault, Minn	The title of the department of this institution which is for the deaf and dumb is the "Minnesota School for the Deaf,"
Branch of the New York Institution for the Instruction of the Deaf and Dumb	Tarrytown, N. Y	Permanently closed June, 1883.
Seranton Deaf-Mute School	Seranton, Pa.	Closed.
Western Pennsylvania Institution for the Instruction of the Deaf and Dumb	Turtle Creek, Pa.	Post office is now Wilkinsburgh.
Wisconsin Phonological Institute for Deaf-Mutes	Milwaukee, Wis	The school carried on under the auspices of this Institute is now known as the Milwaukee Day School for Deaf Children.

TABLE XIX.—Statistics of institutions for the blind for 1883-'84; from

NOTE.—x indicates the employments taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employees.
	1	2	3	4	5	6
1	Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala..	1860	Joseph H. Johnson, M. D., principal.	State	3
2	Arkansas School for the Blind ..	Little Rock, Ark.	1859	Oris Patten	State	16
3	Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal ...	1860	Warring Wilkinson, M. A., principal.	State	3
4	Institute for the Education of the Mute and the Blind.	Colorado Spr'gs, Colo.	1874	J. R. Kennedy....	State	2
5	Georgia Academy for the Blind	Macon, Ga.	1832	W. D. Williams, A. M.	State	15
6	Illinois Institution for the Education of the Blind.	Jacksonville, Ill.	1849	Franklin W. Phillips, M. D.	State	36
7	Indiana Institute for the Education of the Blind.*	Indianapolis, Ind	1847	W. B. Wilson	State	24
8	Iowa College for the Blind	Vinton, Iowa....	1853	Thomas F. McCune, M. A.	State	30
9	Kansas Institution for the Education of the Blind.	Wyandotte, Kans	1868	George H. Miller .	State	19
10	Kentucky Institution for the Education of the Blind.	Louisville, Ky ..	1842	Benjamin B. Huntton, A. M.	State	24
11	Louisiana Institution for the Blind and Industrial Home for the Blind.	Baton Rouge, La.	1871	P. Lane.....	State	4
12	Maryland Institution for the Instruction of the Blind.	Baltimore, Md ..	1853	Frederick D. Morrison, M. A.	Corporation.	12
13	Maryland School for the Colored Blind and Deaf-Mutes.	Baltimore, Md. (258 Saratoga street).	1872	Frederick D. Morrison, M. A.	State	6
14	Perkins Institution and Massachusetts School for the Blind.	Boston, Mass ..	1829	M. Anagnos	Corporation and State.	82
15	Michigan School for the Blind ..	Lansing, Mich ..	1880	J. F. McElroy, A. M.	State	26
16	Minnesota School for the Blind*	Fairbault, Minn.	1866	James J. Dow	State	11
17	Mississippi Institution for the Education of the Blind.	Jackson, Miss....	1852	W. S. Langley, M. D.	State	14
18	Missouri School for the Blind*..	St. Louis, Mo. ...	1851	John T. Sibley, A. M., M. D.	State	21
19	Nebraska Institute for the Blind.	Nebraska City, Nebr.	1875	J. B. Parmelee....	State	9
20	New York State Institution for the Blind.	Batavia, N. Y ...	1868	Arthur G. Clement.	State	41
21	New York Institution for the Blind.	New York, N. Y. (34th st. and 9th ave.).	1831	William B. Wait..	State	57
22	North Carolina Institution for the Deaf and Dumb and the Blind.	Raleigh, N. C ...	1849	Hezekiah A. Guderger, M. A., principal.	State	11
23	Ohio Institution for the Education of the Blind.	Columbus, Ohio.	1837	G. L. Smead, M. A.	State	25
24	Oregon School for the Blind.....	Salem, Oreg	1883	C. E. Moor.....	State	4
25	Pennsylvania Institution for the Instruction of the Blind.	Philadelphia, Pa	1833	William Chapin, A. M.	Corporation.	33
26	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Cedar Spring, S. C.	1855	Newton F. Walker	State	4

* From Report of the Commissioner of Education for 1882-'83.

a Collar making is also taught.

b Music is taught.

c See Table XVIII.

d For both departments.

e Upholstery is also taught.

f Instructors only.

g First opened for the admission of the blind in the fall of 1883.

h These statistics, which are for the year 1881, are the latest received from this institution.

i Includes \$10,000 for building.

j Cash receipts from the institution.

k Brush making is also taught.

replies to inquiries by the United States Bureau of Education.

0 signifies no or none; indicates no answer.

Number of blind employes and workmen.	Number of pupils.	Number of pupils admitted since opening.	Employments taught.						Library.		Property, income, &c.					
			Broom making.	Cane seating.	Fancy work.	Mattress making.	Piano tuning.	Sewing.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
2	29	75	...	a x	...	x	(b)	...	200	75	(c)	(c)	.....	d\$15,000	(c)	1
5	40	190	x	x	x	e x	b x	x	.....	.....	\$20,000	\$12,153	\$0	10,274	\$15,100	2
0	34	118	.....	.....	.....	.....	.....	.....	(c)	(c)	(c)	(c)	.....	.....	(c)	3
....	10	10	.....	.....	.....	.....	(b)	.....	.....	.....	.....	.....	.....	.....	.....	4
4	61	217	x	x	x	x	b x	x	1,000	100	75,000	22,000	375	.....	11,873	5
2	136	.....	x	x	x	x	(b)	x	516	56	116,427	26,750	1,627	28,977	27,852	6
4	128	700	x	...	x	.....	.....	x	2,070	100	354,617	29,000	f210	29,210	28,696	7
8	125	500	x	x	x	x	.....	x	1,200	.....	350,000	32,586	3,278	55,864	31,312	8
3	72	186	k x	x	.....	.....	(b)	x	500	50	100,000	13,900	0	13,900	13,900	9
8	78	.....	x	x	x	x	(b)	x	1,300	100	100,000	19,256	.....	23,550	21,424	10
4	22	60	x	x	...	x	x	.....	300	20	12,000	10,000	1,000	9,000	m10,418	11
8	66	281	x	x	x	x	b x	x	750	.....	339,400	16,250	5,050	o21,300	18,649	12
3	21	125	x	x	.....	.....	.....	.....	.....	.....	(c)	(c)	(c)	d10,600	(c)	13
87	124	1,076	x	x	x	(e)	(b)	x	6,695	504	328,045	30,000	17,312	82,961	62,528	14
1	50	99	x	.....	x	.....	.....	x	975	20	78,000	132,000	.....	132,000	.....	15
1	36	76	x	.....	x	.....	.....	x	.....	.....	20,000	.....	0	.....	8,443	16
8	37	.....	x	x	x	e x	.....	x	490	69	50,000	9,000	.....	9,000	.....	17
3	90	589	r x	.....	.....	.....	.....	.....	1,500	300	250,000	28,000	0	28,000	26,000	18
1	28	54	x	x	x	.....	(b)	x	250	.....	20,000	9,200	0	9,200	9,000	19
4	134	525	x	.....	x	.....	x	x	2,000	.....	360,243	40,017	.....	43,521	51,592	20
9	233	1,400	.....	x	...	x	b x	s x	3,256	.....	571,522	52,835	27,349	80,184	70,710	21
7	60	.....	x	x	...	x	(b)	x	500	50	(c)	(c)	.....	38,000	(c)	22
f7	190	1,244	x	x	x	.....	.....	s x	.....	.....	500,000	54,000	.....	54,000	54,000	23
1	12	17	.....	.....	x	.....	.....	x	200	40	.....	4,000	0	4,000	4,000	24
18	170	1,186	x	x	x	t x	.....	x	2,250	100	206,000	43,500	5,080	87,342	72,676	25
2	14	59	x	x	x	u x	.....	x	.....	.....	(c)	(c)	(c)	d10,556	(c)	26

l In State warrants.

m Includes \$3,918 for building.

n Officers and teachers only.

o For board and tuition only.

p This name is given to that department of the Minnesota Institute for the Education of the Deaf and Dumb and the Blind which is opened to the blind.

q Q^r the school for the blind; of the institute, 1863.

r Brush making and carpet weaving also taught.

s Hand and machine knitting also taught.

t Carpet weaving also taught.

u Also brush and mat making taught.

TABLE XIX.—*Statistics of institutions*

NOTE.—x indicates the employments taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employes.
	1	2	3	4	5	6
27	Tennessee School for the Blind.	Nashville, Tenn.	1846	Loyal A. Bigelow.	State	19
28	Texas Institution for the Blind.	Austin, Tex.	1858	Frank Rainey, M.D.	State	27
29	Virginia Institution for the Deaf and Dumb and the Blind.	Staunton, Va.	1839	Thomas S. Doyle, principal.	State	7
30	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va.	1870	John C. Corvell, M. A., principal.	State	4
31	Wisconsin Institution for the Education of the Blind.	Janesville, Wis.	1850	Mrs. Sarah F. C. Little, M. A.	State	26

a Music is taught.

b See Table XVIII.

c For both departments.

for the blind for 1883-'84, &c.—Continued.

0 signifies no or none; indicates no answer.

7	8	9	Employments taught.						Library.		Property, income, &c.				
			Broom making.	Cane seating.	Fancy work.	Mattress making.	Piano tuning.	Sewing.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.
2	3	4	10	11	12	13	14	15	16	17	18	19	20	21	22
4	66	263	x	...	x	x	..	x	600	80	\$80,000	\$13,000	.....	\$13,000	\$12,612
0	99	.....	x	x	x	x	x	x	.....	.....	95,600	31,000	.....	31,000	31,000
4	41	266	x	x	x	x	(a)	x	250	20	(b)	(b)	\$0	31,000	(b)
0	26	79	x	x	...	x	(a)	....	360	80	(b)	(b)	c25,150	c29,508	(b)
2	77	338	....	x	x	(e)	(a)	x	1,700	75	175,000	18,000	0	25,000	18,000

d Receipts from counties and individuals.

e Carpet weaving is taught.

TABLE XX.—*Statistics of schools and asylums for feeble-minded children for*

NOTE.—x indicates

	Name.	Location.	Date of establishment.	Superintendent.
	1	2	3	4
1	California Association for the Care and Training of Feeble-Minded Children.	Vallejo, Cal.	1884	J. Henry Applegate, jr., secretary.
2	Connecticut School for Imbeciles	Lakeville, Conn.	1858	Robert P. Knight, M. D.
3	Illinois Asylum for Feeble-Minded Children....	Lincoln, Ill. ..	1865	William B. Fish, M. D.
4	Indiana Asylum for Feeble-Minded Children*...	Knightstown, Ind.	1879	Dr. John W. White...
5	Iowa Institution for Feeble-Minded Children...	Glenwood, Iowa.	1876	F. M. Powell, M. D....
6	Kentucky Institution for the Education and Training of Feeble-Minded Children.*	Frankfort, Ky. ..	1860	John Q. A. Stewart, } M. D.
7	Family Home School for Nervous and Delicate Children.	Amherst, Mass.	1883	Mrs. W. D. Herrick...
8	Private Institution for the Education of Feeble-Minded Youth.	Barre, Mass.	1848	George Brown, M. D. ...
9	Massachusetts School for the Feeble-Minded....	Boston, Mass. (723 Eighth st.)	1848	Asbury G. Smith, M. D., assistant superintendent.
10	Hillside School for Backward and Feeble Children.*	Fayville, Mass..	1870	Mesdames Knight & Green.
11	Minnesota School for Idiots and Imbeciles	Faribault, Minn.	1879	George H. Knight, M. D.
12	New York State Idiot Asylum (custodial branch)	Newark, N. Y. ...	1878	C. C. Warner
13	Idiot Asylum, Randall's Island	New York, N. Y.	1868	.....
14	New York Asylum for Idiots	Syracuse, N. Y. ..	1851	G. A. Doren, M. D.
15	Ohio Institution for Feeble-Minded Youth.....	Columbus, Ohio.	1857	Gustavus A. Doren, M. D.
16	Pennsylvania Training School for Feeble-Minded Children.	Elwyn, Pa.	1852	Isaac N. Kerlin, M. D. ...

* From Report of the Commissioner of Education for 1882-'83.

a Estimated.

b Instruction in calisthenics and gymnastics is given.

c Instruction in calisthenics and domestic duties is also given.

d Calisthenics are also taught.

e For the biennial period ending in 1883, and includes report of permanent as well as current funds.

f Various industries are taught.

g Number dismissed improved up to close of 1881.

1883-'84; from replies to inquiries by the United States Bureau of Education.

the branches taught.

Number of instructors and other employes.	Number of inmates.			Branches taught.								Number dismissed improved since opening.	Income.	Expenditure.
	Male.	Female.	Total.	Obj. et lessons.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Singing.			
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
9	6	7	13	.....	x	x	x	x	x	.....	x	0	a\$2, 100	a\$1, 440
.....	172	138	102	.....	x	x	x	x	.....	.....	.....	228	16, 536	.....
12	4	8	12	c x	x	x	x	.....	.....	x	x	0	56, 000	56, 000
50	160	80	240	(d)	x	x	x	x	.....	.....	.....	10	e123, 557	e105, 817
27	70	62	140	(f)	x	x	x	x	x	.....	x	g53	31, 748	34, 446
3	1	2	3	.....	x	x	x	x	x	.....	.....	2	a1, 800	.....
10	50	28	78	.....	x	x	x	x	.....	.....	.....	300	.....	44, 800
33	89	55	144	(f)	x	x	x	x	x	.....	.....	h21	30, 260	30, 229
9	7	2	9	x	x	x	x	x	x	i x	x	j15	.....	.....
14	45	15	60	(k)	x	x	x	x	.....	.....	.....	2	.....	12, 269
16	0	141	141	(l)	x	x	x	.....	.....	.....	.....	1	20, 438	17, 798
76	191	129	320	(dl)	x	x	.....	.....	.....	x	.....	.....	60, 876	62, 636
113	318	201	519	(n)	x	x	x	x	x	.....	.....	h9	104, 078	82, 683
.....	245	151	396	(dl)	n x	x	x	x	x	.....	.....	.....	117, 759	109, 830

h Number dismissed improved during year.

i Instruction also given in painting, fret sawing, sewing and physical exercises.

j Number dismissed improved up to close of 1880.

k Instruction in gymnastics, fancy work, sewing, &c., is also given.

l Various industries are taught.

m Has become superintendent of the New York Asylum for Idiots.

n Kindergarten instruction is given.

TABLE XXI. — *Statistics of reform schools for 1883-'84; from*

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
1	City and County Industrial School.	San Francisco, Cal..	City and county.	John S. Kenny.....
2	Colorado State Industrial School.	Golden, Colo	State	William C. Sampson ..
3	State Reform School.....	Meriden, Conn	State	George E. Howe
4	Connecticut Industrial School for Girls.	Middletown, Conn ..	Private; aided by State.	Charles H. Bond.....
5	Illinois State Reform School*....	Pontiac, Ill	State	John D. Scouller, M. D.
6	Illinois Industrial School for Girls.*	South Evanston, Ill	Board of trustees	Eliza M. Miller
7	Indiana Reformatory Institution for Women and Girls.	Indianapolis, Ind ...	State	Mrs. Elmina L. Johnson, assistant superintendent.
8	Indiana Reform School for Boys.	Plainfield, Ind	State	T. J. Charlton.....
9	State Reform School*.....	North Topeka, Kans	State	Dr. J. F. Buck
10	House of Refuge*.....	Louisville, Ky	Municipal	Peter Caldwell
11	Maine State Reform School.....	Portland, Me.....	State	Joseph R. Farrington
12	House of Refuge ^a	Baltimore, Md	State, municipal, and private.	Robert Jabez Kirkwood.
13	House of the Good Shepherd ...	Baltimore, Md	State	Rev. John Foley, D. D.
14	House of Reformation.....	Boston, Mass.....	Municipal	Col. John C. Whiton ..
15	Marcella Street Home.....	Boston, Mass.....	Municipal	W. Preston Wood.....
16	Penitent Females' Refuge.....	Boston, Mass	Private.....	F. A. Hutchinson
17	Truant School.....	Boston, Mass	Municipal	Col. John C. Whiton ..
18	Truant School.....	Cambridge, Mass ...	Municipal	William E. Hough....
19	Truant School*.....	Fall River, Mass....	Municipal .....	.....
20	State Industrial School for Girls	Lancaster, Mass	State	N. Porter Brown
21	Lawrence Industrial School.....	Lawrence, Mass	Municipal	Robert B. Risk
22	House of Reformation for Juvenile Offenders.	Lowell, Mass	Municipal	W. A. Lang, principal
23	Truant School.....	New Bedford, Mass.	Municipal	N. L. Paine, truant officer.
24	Plummer Farm School.....	Salem, Mass	Private	Charles A. Johnson ..
25	Hampden County Truant School.	Springfield, Mass ...	County	R. C. Barrett
26	State Reform School ^b	Westborough, Mass.	State	Joseph A. Allen

* From Report of the Commissioner of Education for 1882-'83.

^a These statistics are for the year ending November 30, 1882.

replies to inquiries by the United States Bureau of Education.

Date of establishment.	Number of teachers, officers and assistants.		Conditions of commitment.		Measures taken for the welfare of the inmates after leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1850	(18)		7-20	Commitment by court or surrender by parents or guardians.	
1881	13	7	10-16	Crime or vagrancy.....	Semiannual reports are required.
1854	*12	*16	7-16	Commitment by court or surrender by parents or guardians for vagrancy, theft, truancy, &c.	Boys are required to communicate with the institution once in six months and failing to do so they are at once looked after by the authorities of the school.
1870	4	20	8-16	Danger of falling into habits of vice and immorality.	They are visited regularly by an agent, and correspondence and guardianship are continued until 21.
1871	15	8	10-16	Convicted of crime.....	None.
1877	1	5	1-18	Begging, want of parental care or guardianship, and danger of leading a vagrant or vicious life.	Provided with homes and employment.
1873	3	10	6-15	Incorrigibility or danger of falling into vice.	Placed at service.
1808	17	13	8-17	Incorrigibility or crime.....	Not discharged, but on "ticket of leave."
1881	9	9	8-16	Committed for crime and incorrigibility.	Returned to parents on probation or indentured to farmers.
1865	14	6	7-16	Discretionary with board of directors.	Those taking charge of the children are required to report periodically to the superintendent.
1850	*9	*8	8-16	Sentenced by court or trial justice for any offence not punishable by imprisonment in the State prison for life; must not be deaf and dumb, non compos, or insane.	Indentured, released on "ticket of leave," and required to report in writing every three months until finally discharged or term of indenture expires.
1855	18	5	6-18	Boys received as boarders; \$100 a year for those whose parents are residents of the State; non-residents, \$125.	Homes and employment found and constant protection and supervision given them.
1864	.....	40	3-21	Lawlessness and insubordination to parents.	Homes and employment found.
1826	8	2	7-16	.....	Homes and employment found or returned to friends.
1877	12	15	5-15	Commitment by court on account of neglect of parents.	Country homes are provided or returned to relatives.
1821	.....	.....	13-35	Need of reformation.....	Allowed to visit the institution and to stay there when out of work, corresponded with, and their welfare in their different situations looked after.
1877	5	1	7-15	.....	Homes and employment found in city or country, or returned to friends.
.....	.....	1	7-14	.....	Returned to parents.
1879	.....	.....	.....	Truancy and absenteeism.....	Constant supervision by "auxiliary visitors."
1855	1	11	7-17	None.....	Good situations secured and oversight given.
1874	2	3	7-15	None.....	
1851	.....	.....	7-16	Stubbornness, larceny, &c.....	
1881	.....	1	.....	Truancy.....	
1870	2	3	7-16	Larceny, incorrigibility, and truancy.	Corresponded with and visited during minority.
1880	2	4	7-14	Truancy.....	They are looked after to attend school or go to work.
1848	0	26	7-17	Crime; not capital offence.....	Visited by State agents twice during the year and oftener if necessary.

^b Since the date of the above return the name of this school has been changed to the Lyman School for Boys.

TABLE XXI.—*Statistics of reform*

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
27	Worcester Truant School	Worcester, Mass.	Municipal	B. F. Parkhurst.....
28	State Industrial Home for Girls.	Near Adrian, Mich.	State	Miss Margaret Scott..
29	State Reform School.....	Lansing, Mich.	State	Cornelius A. Gower ..
30	Minnesota State Reform School.	St. Paul, Minn.	State	John G. Riheldoffer...
31	House of Refuge	St. Louis, Mo.	Municipal	John D. Shaffer.....
32	State Reform School.....	Kearney, Nebr.	State	G. W. Collins
33	State Industrial School.....	Manchester, N. H.	State	John C. Ray
34	St. Francis Catholic Protectory*	Den ville, N. J.	Roman Catholic.	Sister M. Juliana
35	New Jersey State Reform School.	Jamesburg, N. J.	State	James H. Eastman.....
36	State Industrial School for Girls	Trenton, N. J.	State	Harriet F. Perry, ma- trou
37	Newark City Home	Verona, N. J.	Municipal	C. M. Harrison
38	House of Shelter	Albany, N. Y. (32 Howard street).	Municipal	Miss Mary L. Dare, matron.
39	House of the Good Shepherd....	Brooklyn, N. Y. (Hop- kinson ave and Pacific street).	Roman Catholic.	Sister M. Loretto, su- perior.
40	Catholic Protectory for Boys*...	Buffalo, N. Y.	Roman Catholic.	Rev. N. Baker
41	Catholic Protectory for Girls....	Buffalo, N. Y.	Roman Catholic.	Mother Mary of St. Bernard, superior.
42	New York State Reformatory..	Elmira, N. Y.	State	Z. R. Brockway
43	Juvenile House of Industry of Brooklyn.*	New Lots, N. Y. (East New York).	Municipal	Joseph Wagner, jr....
44	House of the Good Shepherd....	New York, N. Y. (90th street and East River).	.....	Mother Mary of St. Magdalen, provin- cial and superior.
45	New York House of Refuge	New York, N. Y. (Station L).	State	Israel C. Jones
46	New York Juvenile Asylum	New York, N. Y. (176th street and 10th avenue).	Municipal ...	Elisha M. Carpenter..
47	New York Magdalen Benevolent Society.	New York, N. Y. (7 East 86th street).	Municipal .....	.....
48	Western House of Refuge	Rochester, N. Y.	State	Levi S. Fulton
49	Protectorate and Reformatory for Destitute Children.	Utica, N. Y.	Municipal	Brother H. Thomas...
50	New York Catholic Protectory..	West Chester, N. Y.	State and mu- nicipal.	Henry L. Hoguet, president.
51	Cincinnati House of Refuge.....	Cincinnati, Ohio	Municipal	Henry Oliver
52	Protectory for Boys.....	Cincinnati, Ohio	Roman Catholic.	Brother Massaus, su- perior.
53	Girls' Industrial Home.....	Delaware, Ohio	State	D. R. Miller

* From Report of the Commissioner of Education for 1882-'83.

schools for 1883-'84, &c.—Continued.

Date of establishment.	Number of teachers, officers, and assistants.		Conditions of commitment.		Measures taken for the welfare of the inmates after leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1863	0	1	7-15	Truancy	Superintendent of schools sees that they attend school regularly.
1881	4	22	7-17	Commitment by court for any offence not punishable by imprisonment for life.	Placed in homes, indentured, or returned to friends, and constant oversight given by officers of the institution.
1856	18	15	10-16	Commitment by court	Released on "ticket of leave" and required to make satisfactory reports at stated times.
1868	22	55	Under 16	.....	None. Homes are provided for them.
1854	16	7	3-16	.....
1881	5	5	7-16	.....
1854	6	6	8-17	Must be sound in mind and body.	
1875	6	6	6-12	Destitution	
1867	22	12	8-16	Commitment by court	
1871	.....	4	7-16	Any crime except murder or manslaughter.	They are corresponded with by the agent.
1873	10	6	8-16	Vagrancy	They are corresponded with and visited.
1868	.....	No limit.	Homelessness .....	.....	Placed at service.
1868	.....	51	.....	.....	Restored to friends, or adopted in good families, or situations found for them.
1866	.....	12	.....	.....	Situations procured or returned to friends.
1866	.....	.....	7-14	They must be Roman Catholic....	
1876	16	.....	16-30	Legally sentenced for felony.....	
1854	2	0	5-14	None	All are provided with employment and supervised for six months or more; all leave on conditions.
.....	.....	.....	.....	.....	Returned to parents or guardians or transferred to other institutions.
1825	37	30	Under 16	Vagrancy and crime	Corresponded with and visited, and given such assistance as circumstances require.
1851	14	46	7-14	Disobedience, truancy, and vagrancy.	Returned to friends, provided with homes in Illinois, under care of local agent.
1833	.....	.....	13-21	Destitution and a desire to reform.	Placed in homes and receive good attention from the institution.
1849	.....	.....	8-16	Vagrancy, disorderly conduct, &c.	Placed in homes and given supervision and care, or returned to friends, who are required to show that they are the proper persons to have the care and training of the child.
1861	3	.....	7-14	Commitment by justices and other authorities.	They are visited from time to time by managers of the institution.
1863	48	36	7-16	Commitment by courts of New York City or by superintendents of poor of Westchester.	Surrendered to parents, guardians, or friends, or suitable homes or situations found for them and general oversight given.
1850	15	10	Under 16	Homelessness, vagrancy, larceny, &c.	They are required to make monthly reports when released on parole.
1869	1	8	0-18	Incorrigibility, vagrancy, and crime.	Homes in good families are secured for them and they are corresponded with, and parties taking them are held to account for them.

a Officers only.

b Teachers only.

c As St. Vincent's Male Orphan Asylum.

TABLE XXI.—*Statistics of reform*

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
54	Ohio Reform School.....	Lancaster, Ohio.....	State	J. C. Hite
55	House of Refuge and Correction*.	Toledo, Ohio.....	Municipal	Almond A. McDonald.
56	House of Refuge.....	Philadelphia, Pa....	State, municipal, and private.	J. Hood Lavery
57	Pennsylvania Reform School...	Pittsburgh, Pa. (Morganza).	State	J. A. Quay
58	State Reform School	Howard, It. I.....	State	Frank M. Howe.....
59	Vermont Reform School*.....	Vergennes, Vt.....	State	William G. Fairbank..
60	Wisconsin Industrial School for Girls.	Milwaukee, Wis	State and pri- vate.	Mary E. R. Cobb.....
61	Wisconsin Industrial School for Boys.	Waukesha, Wis	State	William H. Sleep
62	Reform School*	Washington, D. C...	United States...	G. A. Shallenberger...

* From Report of the Commissioner of Education for 1882-'83.

schools for 1883-'84, &c.—Continued.

Date of establishment.	Number of teachers, officers, and assistants.		Conditions of commitment.		Measures taken for the welfare of the inmates after leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1856	24	23	10-16	Commitment by court	They are released on "ticket of leave" and report to the institution every four months.
1875	.....	.....	Under 16	Committed by court for incorrigible or vicious conduct, vagrancy, &c.	Cared for until they are of age or thoroughly reformed.
1828	12	22	5-12	Commitment by magistrates or courts or surrendered by parents.	Situations with farmers, at trades, and at service.
(a)	.....	.....	7-21	Discretionary with board of managers.	Homes are provided for the homeless.
1850	6	8	10-21	.....	Supervision of school officers until of age.
1865	7	9	Boys, under 16; girls, under 15.	Committed by parent or guardian by obtaining certificate from probate court.	Sent to their homes if they have suitable ones; if not, homes are provided for them.
1875	3	14	Under 16	Destitution, vagrancy, truancy, viciousness, &c.	They are visited, corresponded with, and under guardianship during minority.
1860	24	14	10-16	None	A written report is required by the institution every month until the boy is eighteen years of age.
1869	21	8	8-16	Commitment by United States and District of Columbia courts and president of board of trustees.	None.

a Chartered in 1850 as House of Refuge; in 1872 name changed by act of legislature to Pennsylvania Reform School.

TABLE XXI.—*Statistics of reform*

NOTE.—x indicates

Name.	Number committed during the year.	Number discharged during the year.	Present inmates.						
			Sex.		Race.		Nativity.		Both parents dead.
			Male.	Female.	White.	Colored.	Native.	Foreign.	
1	11	12	13	14	15	16	17	18	19
1 City and County Industrial School	166	37	84	78	a162	a4	a156	a10	6
2 Colorado State Industrial School	83	40	122	1	109	14	b113	b9	17
3 State Reform School	190	208	406	.....	379	27	a175	a15	.....
4 Connecticut Industrial School for Girls	68	54	.....	195	172	23	183	12	22
5 Illinois State Reform School*	140	84	c333	0	301	37	308	30	35
6 Illinois Industrial School for Girls*	17	19	.....	55	50	5	46	9	9
7 Indiana Reformatory Institution for Women and Girls	34	16	0	143	d131	d8	e121	e10	48
8 Indiana Reform School for Boys	149	166	385	.....	363	22	3c0	5	51
9 State Reform School*	54	13	72	.....	57	15	71	1	.....
10 House of Refuge*	114	75	210	37	178	69	240	7	15
11 Maine State Reform School .....	.....	37	105	.....	104	1	95	10	.....
12 House of Refugef	98	115	241	0	241	0	ag44	ag28	ag8
13 House of the Good Shepherd	45	37	.....	187	187	.....	180	7	100
14 House of Reformation	62	90	72	13	80	5	55	30	.....
15 Marcella Street Home	215	276	218	107	314	11	325	.....	12
16 Penitent Females' Refuge	19	17	0	25	.....	.....	.....	.....	.....
17 Truant School	110	130	156	.....	148	8	132	24	.....
18 Truant School	16	13	26	3	27	2	29	.....	1
19 Truant School*	7	5	12	.....	.....	.....	.....	.....	.....
20 State Industrial School for Girls	45	64	.....	65	62	3	26	39	3
21 Lawrence Industrial School	30	j12	35	.....	34	1	35	.....	2
22 House of Reformation for Juvenile Offenders	66	45	(105)	.....	.....	.....	.....	.....	.....
23 Truant School	9	.....	12	.....	.....	.....	.....	.....	.....
24 Plummer Farm School	11	11	30	.....	29	1	28	2	0
25 Hampden County Truant School	14	15	24	0	24	0	6	18	4
26 State Reform School k	100	139	103	0	100	3	294	66	11
27 Worcester Truant School	19	22	31	0	31	0	30	1	0
28 State Industrial Home for Girls	62	7	.....	157	.....	.....	.....	.....	.....
29 State Reform School	191	201	352	.....	321	31	264	88	.....
30 Minnesota State Reform School .....	.....	.....	121	15	.....	.....	.....	.....	14
31 House of Refuge	123	129	170	57	180	47	217	10	.....
32 State Reform School	27	.....	49	13	60	2	.....	.....	2
33 State Industrial School	23	34	89	16	104	1	100	5	29
34 St. Francis Catholic Protectory*	29	34	71	.....	71	.....	48	23	17
35 New Jersey State Reform School	130	143	320	.....	288	42	.....	.....	.....
36 State Industrial School for Girls	5	9	.....	25	23	2	24	1	4
37 Newark City Home	73	59	73	14	.....	.....	.....	.....	11
38 House of Shelter	138	132	(35)	.....	.....	.....	.....	.....	.....
39 House of the Good Shepherd .....	.....	.....	223	.....	.....	.....	.....	.....	.....
40 Catholic Protectory for Boys* .....	.....	.....	120	.....	.....	.....	.....	.....	.....
41 Catholic Protectory for Girls .....	.....	.....	.....	13	.....	.....	.....	.....	.....
42 New York State Reformatory	253	277	495	.....	481	14	407	88	77
43 Juvenile House of Industry of Brooklyn*	133	157	40	0	38	2	40	.....	4
44 House of the Good Shepherd	n197	n198	.....	n492	.....	.....	.....	.....	.....
45 New York House of Refuge	654	687	671	107	728	50	o109	o442	47
46 New York Juvenile Asylum	711	658	650	175	801	24	.....	.....	25
47 New York Magdalen Benevolent Society	n109	n133	.....	n45	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1882-'83.

a Of those committed during the year.

b Nativity of 1 not known.

c Whole number during the year.

d Race of 4 not reported.

e Nativity of 12 not reported.

f These statistics are for the year ending November 30, 1882.

g Also 26 unknown.

h Also 4 unknown.

schools for 1883-'84, &c.—Continued.

the studies taught.

Present inmates.						Studies.																				
Parents illiterate.	Illiterate when committed.		Number could read only when committed.	Number could read and write when committed.	Number taught to read.	Number taught to write.	Reading, writing, and spelling.	Arithmetic.	Algebra.	Book-keeping.	Geometry.	Geography.	Grammar.	History.	Philosophy.	Botany.	Physiology.	Drawing.	Music, vocal.							
	Native parentage.	Foreign-born parentage.																								
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39							
1	21	6	27	29	56	29	x	x				x	x	x						1						
125	15	50	63	67	48	64	x	x	x			x	x	x						2						
50	15	25	150	52	188	286	x	x	x			x	x	x						3						
	4		7	133			x	x	x			x	x	x						4						
			135	250	135	135	x	x				x	x	x						5						
	17		15	22	17	32	x	x	x			x	x	x						6						
			39	30	61	58	x	x	x			x	x	x						7						
	h1	2	43	48	97	97	x	x	x			x	x	x						8						
10	30		68	75	30	25	x	x	x			x	x	x						9						
	208		0	117	128	128	x	x				x	x	x						10						
																				11						
	6		5	18	5	3	x	x				x	x	x						12						
							x	x				x	x	x						13						
	5	8	4	48	4	4	x	x				x	x	x						14						
				30			x	x				x	x	x						15						
																				16						
																				17						
																				18						
																				19						
																				20						
																				21						
																				22						
																				23						
4	7	0					x	x				x	x							24						
11		3	7	14	3	10	x	x				x	x							25						
							x	x				x	x							26						
	0	0	0	31	0	0	x	x				x	x							27						
							x	x				x	x							28						
							x	x				x	x							29						
							x	x				x	x							30						
							x	x				x	x							31						
							x	x				x	x							32						
							x	x				x	x							33						
							x	x				x	x							34						
							x	x				x	x							35						
							x	x				x	x							36						
	11	14					x	x				x	x							37						
							x	x				x	x							38						
																				39						
																				40						
74	(95)			400	79	79	x	x				x	x	x	m	x				41						
							x	x				x	x							42						
																				43						
																				44						
	(321)		0	263	321	321	x	x				x	x							45						
			127	336	170	297	x	x				x	x							46						
																				47						

i Parentage unknown.

j 3 released on "ticket of leave."

k Since the date of the above return the name of this school has been changed to the Lyman School for Boys.

l Also 3 unknown.

m Also political economy, civil government, ethics, and physical geography.

n For the year ending September 30, 1882.

o Parentage of new inmates received during the year ending September 30, 1883.

TABLE XXI.—*Statistics of reform*

NOTE.—x indicates

Name.	Number committed during the year.	Number discharged during the year.	Present inmates.							
			Sex.		Race.		Nativity.		Both parents dead.	
			Male.	Female.	White.	Colored.	Native.	Foreign.		
1	11	12	13	14	15	16	17	18	19	
Western House of Refuge.....			a461	a105						
Protectorate and Reformatory for Destitute Children.....	28	34	137		137		136	1	12	
New York Catholic Protectory.....	934	849	1,349	716						
Cincinnati House of Refuge.....	272	276	b228	b44	b235	b37	bc249	bc13	31	
Protectory for Boys.....			120							
Girls' Industrial Home.....	78	71		e461	401	60			100	
Ohio Reform School.....	178	191	449		384	65	444	5	13	
House of Refuge and Correction*.....	70	g45	187							
House of Refuge.....	378	260	560	169	539	190	b197	b181	51	
Pennsylvania Reform School.....	a210	a211	a245	a61	a257	a49				
State Reform School.....	194	159	173		157	16	141	32	7	
Vermont Reform School*.....	15	38	70	16	85	1				
Wisconsin Industrial School for Girls.....	75	52	25	124			147	2		
Wisconsin Industrial School for Boys.....	88	153	299		295	4	240	59		
Reform School*.....	99	94	143		55	88	b85	b14	25	

* From Report of the Commissioner of Education for 1882-'83.

a For the year ending September 30, 1882.

b Of those committed during the year.

c Also 10 unknown.

d Also floriculture taught.

e Number during the year.

schools for 1883-'84, &c.—Continued.

the studies taught.

Present inmates.								Studies.											
Parents illiterate.	Illiterate when committed.		Number could read only when committed.	Number could read and write when committed.	Number taught to read.	Number taught to write.	Reading, writing, and spelling.	Arithmetic.	Algebra.	Book-keeping.	Geometry.	Geography.	Grammar.	History.	Philosophy.	Botany.	Physiology.	Drawing.	Music, vocal.
	Native parentage.	Foreign-born parentage.																	
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	40		54	43	36	20	x	x				x	x						48
							x	x				x	x					x	49
							x	x				x	x					x	50
							x	x				x	x			(d)			51
							x	x				x	x						52
							x	x				x	x						53
							x	x				x	x						54
							x	x				x	x						55
							x	x				x	x					(i)	56
							x	x				x	x						57
							x	x				x	x						58
	7			5	46	65	x	x			x	x	x						59
					7	12	x	x			x	x	x						60
			179				j	x				x	x						61
90							x	x				x	x						62

j Telegraphy is also taught.

g Employment was secured for 10 of these and 11 were apprenticed.

h Civil government also taught.

i Some instruction given in wood carving and modelling in clay.

j Kindergarten instruction given to young children.

TABLE XXI.—Statistics of reform

NOTE.—x indicates

	Name.	Industries.												
		Baking.	Blacksmithing.	Broom making.	Brush making.	Cane seating.	Carpentry.	Chair making.	Dress making.	Farming.	Fruit canning.	Gardening.	Housework.	Knitting.
1		40	41	42	43	44	45	46	47	48	49	50	51	52
1	City and County Industrial School	x								x		x	x	
2	Colorado State Industrial School	x	x		x									
3	State Reform School	x	x			x				x		x	x	
4	Connecticut Industrial School for Girls	x	x						x			x	x	x
5	Illinois State Reform School*	x				x				x		x	x	
6	Illinois Industrial School for Girls*								x				x	
7	Indiana Reformatory Institution for Women and Girls.					x							x	
8	Indiana Reform School for Boys	x					x			x				
9	State Reform School*									x		x	x	
10	House of Refuge*					c	x			x		x	x	
11	Maine State Reform School	x				x	x			x		x	x	x
12	House of Refuge ^d	x								x		x	x	
13	House of the Good Shepherd								x				x	
14	House of Reformation									x				
15	Marcella Street Home													
16	Penitent Females' Refuge								x				x	x
17	Truant School													
18	Truant School									x			x	
19	Truant School*													
20	State Industrial School for Girls	x										x	x	x
21	Lawrence Industrial School					x				x				
22	House of Reformation for Juvenile Offenders													
23	Truant School													
24	Plummer Farm School	x				x						x	x	
25	Hampden County Truant School									x			x	
26	State Reform School ⁱ	x				x				x		x	x	
27	Worcester Truant School	x										x	x	
28	State Industrial Home for Girls	x							x				x	x
29	State Reform School					x				x				
30	Minnesota State Reform School						k	x						
31	House of Refuge	x				x			x					
32	State Reform School													
33	State Industrial School					x	l	x	x	x		x		
34	St. Francis Catholic Protectory*													
35	New Jersey State Reform School	x								x				
36	State Industrial School for Girls												x	
37	Newark City Home	x			x					x		x	x	
38	House of Shelter	x											x	
39	House of the Good Shepherd													
40	Catholic Protectory for Boys*			x				x						
41	Catholic Protectory for Girls													
42	New York State Reformatory			x	x									
43	Juvenile House of Industry of Brooklyn*													
44	House of the Good Shepherd													
45	New York House of Refuge	x											x	x
46	New York Juvenile Asylum	x							x	x				
47	New York Magdalen Benevolent Society.												x	x
48	Western House of Refuge													
49	Protectorate and Reformatory for Destitute Children.													
50	New York Catholic Protectory	x	x			x		x		x		x	x	x
51	Cincinnati House of Refuge	x					s	x	x			x	x	x
52	Protectory for Boys													
53	Girls' Industrial Home												x	x

* From Report of the Commissioner of Education for 1882-'83.

a \$286.68 for each inmate of the Industrial School and \$180 for each inmate of the Magdalen Asylum.

b Plumbing is taught.

c Basket making taught also.

d These statistics are for the year ending November 30, 1882.

e Plumbing, plain and fresco painting, basket making, and wicker work taught.

f Books are sent from Boston Public Library.

g These items are included in general account with House of Industry, Almshouse, House of Reformation, and Truant School.

h In 1882.

i Since the date of the above return the name of this school has been changed to the Lyman School for Boys.

schools for 1883-'84, &c.—Continued.

the industries taught.

Industries.									Number committed since establishment.	Percentage of discharged known to be orderly, &c.	Library.		Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.
Laundry work.	Masonry.	Paper-box making.	Printing.	Sewing.	Shirtmaking.	Shoemaking.	Shoe mending.	Tailoring.			Number of volumes.	Increase in the last school year.				
53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69
x	x			x	x	x	x	x	163	99	350	350	(a)	\$10 28	\$39,909	\$1,232
x	x	x		x	x	x	x	x	3,639	75	1,250	50	150 00	20 00	83,743	13,955
									1,193	65	1,200	78	147 00	19 50	36,983	3,500
				x					180	90	400	160			33,807	4,476
									539	82	150	25	126 88		28,000	3,931
		b x						x	1,930	93	1,000	0	120 00	20 00	45,000	5,000
									102		0				12,000	
									1,508		600	100	81 61	58 96	20,158	6,604
									1,739		1,556				23,367	4,908
	(e)					x			3,400	85	1,788		165 25	45 00	33,825	5,306
				x	x				1,008	67			90 00	70 00	20,000	16,000
			x						5,420		(f)	114 61	(g)	(g)	(g)	(g)
				x	x				1,372		710	108	120 00	0	42,579	0
										67	(f)				2,894	223
									867			400	114 61	(g)	(g)	(g)
												100	139 00		4,170	
x				x					1,221	70	1,500		3 53		1,000	
									163		650			71 01	15,087	
															5,515	2,131
x									168	91	765	65	118 65	86 97	61,941	2,609
									67	25	0		3 96		6,086	
x						x			5,227	90	1,200	0			5,613	
x									272	50	100	0	193 96	0	35,000	
x				x					205						1,552	
						x			2,864		1,000	256	115 00		49,755	
						x					1,000		222 04		53,028	
x						x			4,809	75	0				28,421	
									78	0	0		32 34			
				x		x			1,150	85	400	50	175 00	50 00	18,000	5,000
x	(m)					x			1,397	75	550	0	145 28	60 10	47,905	19,810
				x	x				189	75	240	0			5,894	766
x				x					574						20,620	2,226
															4,905	355
			(o)			x									n69,613	
						x			1,463	80	1,000	250	188 26	170 00	97,803	68,196
									3,301		250	50		0	11,000	0
x				x					21,175	73	2,246	87	113 78	37 40	n57,871	29,101
(q)				x	x	x			23,520	90	900	200	120 00		88,522	83,248
															n10,373	
									1,000		200		n154 96		n89,502	n22,347
													104 00		10,397	
x			r x	x		x			17,000				131 44		267,751	57,362
x				x		x			4,972	80	2,500		t141 35		659,258	24,240
									834	75	1,120		137 13			

j For two years.

k Painting and tin smithing also taught.

l Painting and running boilers also taught.

m Brick making is taught.

n For the year ending September 30, 1882.

o Type setting and electrotyping are taught.

p Drawing, moulding, and other processes connected with the manufacture of hollow ware and modelling from original designs, and something of repoussé work.

q Engineering and making boys' caps also taught.

r Instruction also given in electrotyping, painting, glove making, weaving silk, wheel-wrighting, work in machinery, &c.

s Firing and running an engine and gas making also taught.

t Includes repairs and improvements.

TABLE XXI.—Statistics of reform

NOTE.—x indicates

	Name.	Industries.												
		Baking.	Blacksmithing.	Broom making.	Brush making.	Cane seating.	Carpentry.	Chair making.	Dress making.	Farming.	Fruit canning.	Gardening.	House work.	Knitting.
1		40	41	42	43	44	45	46	47	48	49	50	51	52
54	Ohio Reform School	x	x	.....	x	.....	x	.....	.....	x	(a)	x	x	.....
55	House of Refuge and Correction*	x	.....	.....	x	x	.....	.....	x	.....	.....	x	x	.....
56	House of Refuge	d x	.....	.....	x	x	.....	.....	x	.....	.....	x	x	.....
57	Pennsylvania Reform School	x	.....	.....	.....	.....	.....	.....	x	.....	.....	x	x	.....
58	State Reform School	x	.....	.....	.....	.....	.....	x	x	x	.....	x	x	.....
59	Vermont Reform School* .....	.....	.....	.....	x	x	.....	.....	.....	x	.....	x	x	.....
60	Wisconsin Industrial School for Girls	x	.....	.....	.....	.....	.....	.....	x	.....	.....	.....	x	.....
61	Wisconsin Industrial School for Boys .....	.....	.....	.....	.....	.....	.....	.....	.....	x	.....	.....	.....	.....
62	Reform School* .....	.....	.....	.....	.....	x	.....	.....	.....	x	.....	x	.....	(j)

* From Report of the Commissioner of Education for 1882-'83.

a Engineering also taught.

b This amount in cash and an equal amount in farming, vegetables, fruit, &c.

c Income from all sources.

d Instruction also given in the making of mats, mattresses, and hosiery, in varnishing, wicker and wire work, and in the engineers' department.

e Less the earnings of the children.

f Light saddlery and carpet weaving are the chief industries.

TABLE XXI.—Memoranda.

Name.	Location.	Remarks.
Iowa Reform School	Eldora, Iowa	No information received.
Girls' department of the Iowa Reform School.	Mitchellville, Iowa	No information received.
Boys' House of Refuge	New Orleans, La. .	No information received.
Girls' House of Refuge	New Orleans, La. .	No information received.
Female House of Refuge	Baltimore, Md.	No information received.

schools for 1883-'84, &c.—Continued.
the industries taught.

Industries.									Number committed since establishment.	Percentage of discharged known to be orderly, &c.	Library.		Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.
Laundry work.	Masonry.	Paper-box making.	Printing.	Sewing.	Shirtmaking.	Shoemaking.	Shoe mending.	Tailoring.			Number of volumes.	Increase in the last school year.				
53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69
x	x	x	x	x	x	x	x	x	3,944	75	3,000	100	\$142 00	\$23 00	\$56,000	\$23,000
x	x	x	x	x	x	x	x	x	731						28,861	39,121
x	x	x	x	x	x	x	x	x	94,278				\$124 00	15 70	97,453	16,851
x	x	x	x	x	x	x	x	x	3,467		1,400	100	154 72		54,173	5,404
x	x	x	x	x	x	x	x	x	646	75			120 00		29,831	5,405
x	x	x	x	x	x	x	x	x	405	95	565		121 26		17,040	4,116
x	x	x	x	x	x	x	x	x	1,079	95	775	140	145 00	\$10 00	49,973	\$1,521 60
x	x	x	x	x	x	x	x	x	812		600	50		12 00	34,389	1,739 62

g Up to September 30, 1882.

h Also embroidery and machine sewing.

i In addition to labor and products.

j Employment in sock and mitten factory also provided for.

TABLE XXI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
House of Reformation and Instruction for Colored Children.	Cheltenham, Md ..	No information received.
Reform School for Girls.....	Near Adrian, Mich	Name changed to State Industrial Home for Girls.
House of Refuge and Correction	Cleveland, Ohio ...	No information received.
Galveston Reformatory.....	Galveston, Texas .	No information received.

TABLE XXII.—Statistics of homes and asylums for orphan or dependent children, infant asylums, and industrial schools for 1883-'84; from replies to inquiries by the United States Bureau of Education.

PART I.—STATISTICS OF HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

1	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
1	Catholic Male Orphan Asylum.....	Mobile, Ala. (Lafayette st.)	1871	1847	Brother Paulinus.....	R. C.....	9	.....	9
2	Church Home for Orphan Boys.....	Mobile, Ala.....	1871	1879	Sister Harriet, chief deaconess	P. E.....	.....	3	.....
3	Church Home for Orphan Girls.....	Mobile, Ala.....	1871	1864	Sister Harriet, chief deaconess	P. E.....	.....	6	.....
4	Protestant Orphan Asylum.....	Mobile, Ala.....	1839	1839	Mrs. Laura Kingles.....	Non-sect.....	0	.....	5
5	Orphans' Home of the Synod of Alabama	Tuskegee, Ala.....	1865	1867	Rev. G. R. Foster.....	Presb.....	1	.....	3
6	Los Angeles Orphans' Home.....	Los Angeles, Cal.....	1880	1870	Miss Hattie Moss, matron.....	Non-sect.....	.....	.....	143
7	Ladies' Relief Society.....	Oakland, Cal.....	1872	1871	Jessie Campbell, corresponding sec'y.	Non-sect.....	1	.....	596
8	Boys' and Girls' Aid Society*.....	San Francisco, Cal. (69 Clementina street).	1874	1874	Edmund T. Dooley.....	Non-sect.....	4	2	.....
9	Chinese and Japanese Mission of the Methodist Episcopal Church. a	San Francisco, Cal. (915 Washington street).	1871	1871	Rev. Otis Gibson.....	M. E.....	1	5	150
10	Pacific Hebrew Orphan Asylum and Home Society.	San Francisco, Cal.....	1871	1871	Mrs. George Braham.....	Hebrew.....	5	1	189
11	San Francisco Roman Catholic Female Orphan Asylum.	San Francisco, Cal.....	1858	1852	Sister Stanislaus Roche.....	R. C.....	.....	19	3,835
12	Woman's Union Mission to Chinese Women and Children.	San Francisco, Cal.....	1869	1869	Mrs. Marian Bokoe.....	Non-sect.....	1	1	275
13	Home of Benevolence*.....	San José, Cal.....	1879	1876	Mrs. Nellie Eyster, secretary.....	P. E.....	1	3	300
14	St. John's Orphan Asylum.....	San Juan, Cal.....	0	1871	Sister Carmen Argelaga, superioress	R. C.....	0	.....	.....
15	St. Vincent Orphan Asylum*.....	Santa Barbara, Cal.....	1875	1862	Sister Phelma McCarthy, sist. servant	R. C.....	.....	9	.....
16	Santa Cruz Female Orphan Asylum.....	Santa Cruz, Cal.....	1869	1869	Sister Ro-e G-nevieve Puelan.....	R. C.....	.....	12	1950
17	Good Templars' Home for Orphans.....	Vallejo, Cal.....	1869	1870	N. Smith, principal.....	Prot.....	2	7	719
18	Pajaro Vale Orphan Asylum.....	Watsonville, Conn.....	1868	1868	Rev. Francis Codina.....	R. C.....	23	.....	.....
19	Bridgeport Protestant Orphan Asylum.....	Bridgeport, Conn.....	1863	1829	Miss Lydia R. Ward, president.....	Non-sect.....	.....	4	170
20	Hartford Orphan Asylum.....	Hartford, Conn.....	1864	1864	Rev. Thomas S. Potwin.....	Non-sect.....	1	7	.....
21	St. Catherine's Orphan Asylum.....	Hartford, Conn.....	1867	1867	Sisters of Mercy.....	R. C.....	.....	7	2,000
22	St. James Asylum.....	Hartford, Conn.....	1867	1867	Rev. James Hughes.....	R. C.....	.....	7	1,000
23	Home for the Friendless.....	New Haven, Conn.....	1833	1867	Miss Hoyt, matron.....	Non-sect.....	.....	12	1,700
24	New Haven Orphan Asylum.....	New Haven, Conn.....	1833	1863	Mrs. Laura A. Kingsley, matron.....	Non-sect.....	1	.....	.....
25	Home for Friendless and Destitute Children.....	Wilmington, Del.....	1863	1863	Mrs. Isaac Crouch, matron.....	Non-sect.....	.....	5	713

26	St. Peter's Female Orphan Asylum	Wilmington, Del.	1841	1838	Sister Mary Koska, sister servant.	R. C.	8
27	Augusta Orphan Asylum	Augusta, Ga.	1852	1854	Mrs. A. E. McKinn.	Non-sect.	7
28	St. Mary's Orphan Asylum	Augusta, Ga.	1852	1853	Sister Peter	R. C.	3
29	Appleton Church Home*	Macon, Ga.	1868	1879	Rev. J. W. Beckwith, D. D.	P. E.	3
30	Appleson Home, South Georgia Conference	Macon, Ga.	1872	1872	Rev. L. B. Payne	M. E. So.	61
31	Union Society, Bethesda Orphan Home.	Savannah, Ga.	1870	1872	A. V. Chaplin	Non-sect.	2
32	St. Joseph's Male Orphanage	Washington, Ga.	0	1855	Rev. J. M. O'Brien	R. C.	5,000
33	German Evangelical Lutheran Orphan Asylum.	Aditison, Ill.	1872	1872	Rev. T. Jolin Grosse	G. E. Luth.	1,200
34	Swedish Orphan Asylum	Andover, Ill.			John S. Swenson	Ev. Luth.	185
35	St. Agnes Orphan Asylum	Belleville, Ill.	1879	1879	Sister Fridolina, superior	R. C.	7
36	Chicago Home for the Friendless	Chicago, Ill.	1869	1859	Mrs. M. H. Mondy	Non-sect.	23
37	Chicago Protestant Orphan Asylum*	Chicago, Ill. (2228 Michigan avenue).	1849	1849	Mrs. H. C. Bigelow, matron.	Non-sect.	43,383
38	Nursery and Half-Orphan Asylum.	Chicago, Ill. (175 Burling st.)	1850	1853	Mrs. C. M. Blanchard	Non-sect.	2156
39	St. Joseph's Orphan Asylum.	Chicago, Ill.	1869	1849	Mother M. Philomene, superior.	R. C.	15
40	Ulrich Orphan Asylum.	Chicago, Ill. (221 Burling st.)	1872	1869	Christoph Maerumann	Ev. Luth.	1
41	German Catholic Orphan Asylum	Havelsack, Ill.	1869	1865	Sister Mary Hyacinthe, superior	R. C.	245
42	Jacksonville Orphan Home (lutheran)	Jacksonville, Ill.	1869	1869	Rev. W. A. Passavant, D. D.	Luth.	
43	Illinois Soldiers' Orphan's Home	Normal, Ill.	1865	1869	Mrs. Virginia C. Orr	Non-sect.	31
44	St. Aloysius' Orphan Asylum*	Quincy, Ill.	1852	1865	Sister M. Eusebia	R. C.	5
45	Home for the Friendless	Springfield, Ill.	1862	1862	Mrs. J. C. Conkling	Non-sect.	5
46	Asylum for Friendless Colored Children.	Indianapolis, Ind.	1871	1871	Mrs. A. E. Stratton, matron.	Non-sect.	6
47	German Protestant Orphan Asylum*	Indianapolis, Ind.	1867	1873	Mrs. L. Welscher	Ger. Prot.	1
48	Jeffersonville Orphan Asylum*	Jeffersonville, Ind.	1876	1877	Mrs. A. McGuire, secretary	Non-sect.	175
49	Indiana Soldiers' Orphan's Home*	Knightstown, Ind.	1867	1867	Dr. J. W. White	R. C.	4
50	St. Joseph's Orphan's Home*	La Fayette, Ind.	1877	1876	Rev. John H. Grendling	Non-sect.	1,232
51	Children's Home of Madison	Madison, Ind.	1877	1882	Mrs. Vina Hall, matron	R. C.	300
52	Gibson County Orphan's Home*	Princeton, Ind.	1882	1882	Mrs. Malinda Hallowell, matron	Non-sect.	57
53	St. Joseph's Orphan Asylum and Manual Labor School.	Kearnsdale, Ind.	1868	1866	Rev. M. Zumbach	R. C.	378
54	Home of the Friendless	Richmond, Ind.	1869	1868	Mrs. Sarah A. Iliff Davis, president.	Non-sect.	1
55	Werne Orphan's Home.	Richmond, Ind.	1878	1879	John Dingeldey	Ev. Luth.	230
56	Henry County Children's Home	Speedland, Ind.	1880	1880	Mrs. Susan Fussell	Friends.	70
57	Rose Orphan Home	Terre Haute, Ind.			Sister M. Cecilia, superior	R. C.	994
58	St. Ann's Female Orphan Asylum	Terre Haute, Ind.	1846	1881	Mrs. Elizabeth Ellis	Christian	48
59	Hamilton County Children's Home*	Westfield, Ind.	1881	1883	Rev. John Georg Kembold	Ev. Luth.	275
60	German and English Asylum for Orphans and Destitute Children.	Andrew, Iowa	1882		S. W. Pierce	Non-sect.	1,500
61	Soldiers' Orphan's Home and Home for Indigent Children.	Davenport, Iowa.	1863	1863	Rev. Father Cl. Johannes.	R. C.	13
62	St. Mary's German Orphan Asylum.	Dubuque, Iowa	1879	1879	F. Lindborg	Ev. Luth.	200
63	Swedish Orphan's Home	Stanton, Iowa	1875	1869	Mrs. C. H. Cushing, president.	Non-sect.	4
64	Home for the Friendless*	Leavenworth, Kans.	1869	1863	Sister Mary Catharine, superior	R. C.	2,250
65	St. Vincent's Orphan Asylum	Leavenworth, Kans.			Bernt Borg	Ev. Luth.	2
66	Evangelical Orphan Asylum (Swedish)	Marion, Kans.	1880	1859	Rev. Nicholas Ryan	R. C.	21
67	St. Thomas Orphan Asylum	Marion, Ky.	1859				8

* From Report of the Commissioner of Education for 1882-'83.

a The central station of this mission, which is at San Francisco, includes a mission school and an asylum for Chinese women and girls; there are branch stations at San José, Oakland, Sacramento, and Chico; the statistics here given are for the Mission Asylum only.

Up to the year 1882.

Teachers only.

ed Up to the year 1881.

e Average yearly number.

f Teachers only; sex not reported.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1883-'84—Continued.

No.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates.
							Male.	Female.	
68	St. Joseph's Orphan Asylum.	Cold Spring, Ky.	1880	1883	Rt. Rev. A. M. Toebe.	R. C.	3	8	9
69	Covington Protestant Children's Home.	Covington, Ky.	1870	1869	Mrs. M. E. Shirk.	Non-sect.	1	7	96
70	Baptist Orphans' Home.	Louisville, Ky. (First street, cor. of St. Catherine).	1872	1872	Miss M. A. Hollingsworth, matron.	Baptist.	1	4	428
71	German Baptist Orphan Home.	Louisville, Ky. (New Broadway).	1852	1852	John F. Dohrmann.	Baptist.	1	2	84
72	German Protestant Orphan Asylum.	Louisville, Ky. (1912 W. Jefferson st.).	1867	1871	Francis Louis Wunderlich.	Non-sect.	1	1	1,010
73	Masonic Widows' and Orphans' Home.	Louisville, Ky.	1869	1870	J. B. Tharr.	Non-sect.	4	6	500
74	Orphanage of the Good Shepherd.	Louisville, Ky.	1859	1849	Susan A. Ott, deaconess in charge.	P. E.	2	4	120
75	St. Joseph's German Orphan Asylum.	Louisville, Ky.	1845	1832	Mother M. Valentin.	R. C.	13	13	120
76	St. Vincent's Orphan Asylum.	Louisville, Ky.	1845	1845	Very Rev. M. Bouchet.	R. C.	1	4	91
77	Kentucky Female Orphan School.	Midway, Ky.	1847	1847	Samuel P. Lucy.	Christian.	1	5	5
78	St. John's Asylum.	St. John's Asylum, Ky.	1871	1871	Sister M. Gertrude Bauer, o. s. b.	R. C.	1	2	2
79	Orphans' Home Society a.	La Tèche, La. (Baldwin post office).	1857	1867	W. D. Goldman.	Non-sect.	2	7	1,420
80	Asylum for Destitute Orphan Boys.	New Orleans, La.	1854	1854	George Burns.	Non-sect.	1	2	563
81	Jewish Widows' and Orphans' Home.	New Orleans, La. (84 Jackson street).	1855	1855	Rev. Simon L. Weil.	Jewish.	1	2	563
82	Louisiana Asylum.	New Orleans, La. (cor. Tonti and Hospital streets).	1855	1865	Mother Theresa.	R. C.	5	5	5
83	Louisiana Freedmen's Baptist Orphans' Home.	New Orleans, La. (7th dist.).	1880	1880	Thomas Peterson, Jr., rec. sec'y.	Bapt.	3	2	27
84	Mt. Carmel Female Orphan Asylum.	New Orleans, La. (53 Picty st.).	1857	1869	Sister Justine, superior.	R. C.	11	11	2,230
85	Orphanage.	New Orleans, La. (40 Liberty st.).	0	1881	Lena Saunders.	Non-sect.	1	1	34
86	The Protestant Orphans' Home.	New Orleans, La. (7th st.).	1853	1853	Mrs. Mary L. Middlemiss, secretary.	Non-sect.	0	1	1,169
87	St. Joseph's German Orphan Asylum.	New Orleans, La. (St. Joseph and Laurel streets).	1854	1853	Sister Mary Jacobine.	R. C.	0	12	1,169
88	Children's Home.	Bath, Mo.	1838	1839	Miss Julia A. Sibley, matron.	Non-sect.	5	5	38
89	Bath Military and Naval Orphan Asylum.	Bath, Mo.	1806	1868	Mrs. Alhira Stetson, matron.	Non-sect.	1	6	69
90	Asylum of Our Lady of Lourdes.	Lewiston, Me.	1878	1878	Sister Cécile, superior.	R. C.	1	1	69
91	Female Orphan Asylum of Portland.	Portland, Me. (62 State st.).	1828	1828	Miss L. K. Johnson, matron.	Non-sect.	5	5	355

92	Baltimore Orphan Asylum*.....	1801	1802	Mrs. J. Alex. Shriver, president.....	Non-sect.....	1	6
93	Boys' Home.....	1867	1866	John H. Lynch.....	Non-sect.....	2	1 250
94	Hebrew Orphan Asylum of Baltimore.....	1872	1873	Rev. Louis A. Son.....	Hebrew.....	1	2 98
95	St. James' Home for Boys.....	1878	1878	Brother Hubert.....	R. C.....	2	319
96	St. Mary's Female Orphan School.....	1817	1818	Sister Gertrude.....	R. C.....	12	.....
97	St. Vincent's Male Orphan Asylum.....	1840	1838	Brother Anatole.....	R. C.....	9	2, 378
98	Baltimore Manual Labor School for Indigent Boys*.....	1840	1840	E. A. Welch.....	Non-sect.....	1	4 500
99	Home for Friendless Children of the Diocese of Eastern*.....	1870	1871	Miss Phillips.....	P. E.....	2 31	.....
100	Loata Female Orphan Asylum.....	1821	1822	Rev. Geo. Diehl, n. d.....	Luth.....	2	11
101	Protestant Episcopal Orphan Asylum.....	1837	1840	Mrs. Ann Graham Ross, president.....	P. E.....	2	40
102	Baldwin Place Home for Little Wanderers.....	1865	1865	Martin L. Eldridge.....	Non-sect.....	4	5 619
103	Boston Asylum and Farm School for Indigent Boys.....	1835	1835	William A. Morse.....	Non-sect.....	3	1 700
104	Boston Female Asylum*.....	1803	1800	Mrs. M. A. Holloway.....	Non-sect.....	0	13 1, 000
105	Children's Friend Society.....	1834	1834	E. H. Perkins.....	Non-sect.....	8	.....
106	Children's Mission to the Children of the Destitute in the City of Boston*.....	1864	1864	William Crosby.....	Non-sect.....	.....	.....
107	Church Home for Orphan and Destitute Children*.....	1858	1855	S. A. C. Bond, secretary board of trustees.....	P. E.....	2	700
108	House of the Angel Guardian.....	1853	1851	Brother Joseph.....	R. C.....	16	0 6, 965
109	Dr. Martin Luther Orphans' Home.....	1871	1871	Rev. C. Zollmann.....	Luth.....	1	.....
110	St. Vincent's Orphan Asylum.....	1843	1835	Sister Gabriella, sister servant.....	R. C.....	12	3, 661
111	Wesleyan Home for Orphan and Destitute Children.....	1882	1882	B. K. Perce, president.....	Non-sect.....	1	106
112	St. John's Home.....	1875	1863	Sarah J. Davis.....	R. C.....	23	593
113	Protector of Mary Immaculate*.....	1875	1875	Sister Panchand, superioress.....	P. E.....	1	40
114	Orphanage of St. Margaret's Sisterhood.....	1867	1867	Harriet M. Purdy.....	Non-sect.....	2	47
115	St. Mary's Orphanage*.....	1843	1840	Miss Anne Coggeshall.....	Non-sect.....	0	920
116	Children's Aid Society*.....	1884	1873	Miss Olin Driscoll.....	Non-sect.....	3	50
117	New Bedford Orphans' Home.....	1855	1855	Anna L. Boyden, associate superintendent.....	Non-sect.....	24	8, 125
118	Rebecca Pourroy Newton Home for Orphan Girls.....	1868	1866	Amos Andrews.....	Non-sect.....	10	5 474
119	Massachusetts State Primary School.....	1811	1839	Sister Margaret H. Barrows.....	Non-sect.....	7	1, 000
120	City Orphan Asylum.....	1866	1866	Miss J. A. Dearborn, matron.....	Non-sect.....	0	2 1, 200
121	Seamen's Orphan and Children's Friend Society.....	1849	1849	Miss Tamerson White, matron.....	Non-sect.....	11	1, 600
122	Children's Home.....	1871	1871	John N. Foster.....	Non-sect.....	.....	.....
123	Orphans' Home, Children's Friend Society.....	1862	1863	Mrs. W. H. Stevens, corresponding secretary.....	Non-sect.....	.....	.....
124	State Public School.....	1878	1867	Brother Bonifacius, o. s. f.....	R. C.....	12	650
125	Home for the Friendless.....	1871	1870	George H. Michael, secretary.....	R. C.....	.....	.....
126	St. Anthony's Male Orphan Asylum*.....	1871	1871	Sister M. Stella.....	R. C.....	.....	1, 415
127	St. Luke's Hospital and Church Home and Orphanage.....	1870	1870	Mrs. Mary McNorth, matron.....	Non-sect.....	1	2, 600
128	St. Vincent's Orphan Asylum.....	.....	.....	.....	.....	.....	.....
129	Home for the Friendless and Industrial School.....	.....	.....	.....	.....	.....	.....

* Even Report of the Commissioner of Education for 1882-83.

^ This institution reopened after several years' suspension.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1883-'84.—Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
130 Children's Home.....	1	2	3	4	5	6	7	8
131 St. Joseph's Orphan Asylum.....	Kalamazoo, Mich.....	1883	1879	Miss Sterling.....	Non-sect.....	.....	3	150
132 St. Mary's Orphan Asylum.....	Marquette, Mich.....	1855	1879	Sisters of St. Joseph.....	R. C.....	.....	13	100
133 Danish-Norwegian Orphan Home.....	Minnetonka, Minn.....	1855	1884	Sister M. Justina.....	R. C.....	.....	3	150
134 St. Joseph's German Catholic Orphan Asylum.....	St. Paul, Minn.....	1881	1877	Mother Benedicta, O. S. B.....	R. C.....	.....	6	95
135 St. Paul Protestant Orphan Asylum*	St. Paul, Minn.....	1855	1875	Ellen Young, secretary.....	Non-sect.....	1	6	399
136 Lutheran Orphan's Home.....	Vasa, Minn.....	1879	1865	V. A. Hultgren.....	Ev. Luth.....	2	3	102
137 D'Evereux Hall.....	Natchez, Miss.....	1858	1858	Traveller Goutran, director.....	R. C.....	8	0	307
138 St. Mary's Orphan Asylum.....	Natchez, Miss.....	1851	1847	Sister Tharcilla, sister servant.....	R. C.....	.....	.....	.....
139 Female Orphan School.....	Cumden Point, Mo.....	1871	1871	Wilcy Mountjoy.....	Disciples.....	2	9	.....
140 Evangelical Lutheran Orphan's Home and Asylum.....	Des Peres, Mo.....	1868	1866	Ernest Leubner.....	Ger. Ev. Luth.....	2	4	375
141 Catholic Protectorate of St. Louis.....	Glencoe, Mo.....	0	1872	Brother Tellow.....	R. C.....	6	0	.....
142 Children's Home of the Woman's Christian Association.....	Kansas City, Mo.....	.....	1883	.....	.....	.....	.....	.....
143 St. Joseph's Roman Catholic Orphan Asylum*	Kansas City, Mo. (McGee post office).....	.....	1880	Sister M. Octavia, superior.....	R. C.....	5	.....	161
144 Episcopal Orphan's Home.....	St. Louis, Mo.....	1842	1842	Mrs. W. Bascome.....	P. E.....	.....	7	.....
145 German General Protestant Orphan Home.....	St. Louis, Mo. (Natural Bridge Road).....	.....	.....	.....	.....	.....	.....	.....
146 German St. Vincent's Orphan Asylum.....	St. Louis, Mo. (W. Trench street, bet O'Fallon and Cass avenues).....	1851	1850	Mother Angela, superior.....	R. C.....	.....	10	.....
147 House of the Good Shepherd (Class of Preservation).*	St. Louis, Mo. (Seventeenth street, between Chestnut and Pine).....	1869	1849	Mother Mary of the Sacred Heart.....	R. C.....	.....	14	1,323
148 Methodist Orphan's Home.....	St. Louis, Mo.....	.....	1867	Miss M. A. Sloish.....	M. E. So.....	.....	5	.....
149 St. Bridget's Half-Orphan Asylum*	St. Louis, Mo. (2649 Lucas avenue).....	1860	1862	Sister M. Scraphino.....	R. C.....	1	13	.....
150 St. Joseph's Convent of Mercy.....	St. Louis, Mo. (Twenty-second and Morgan streets).....	1857	1856	Mother M. M. De Pazzi, superior.....	R. C.....	.....	6	.....

151	St. Joseph's Male Orphan Asylum	St. Louis, Mo. (Fifteenth st. and Clark avenue).	1841	1849	Sister M. Francis	R. C.	25
152	St. Mary's Female Orphan Asylum	St. Louis, Mo. (Tenth and Biddle streets).	1843	1840	Sisters of Charity	R. C.	11
153	Central Wesleyan Orphan Asylum*	Warrenton, Mo.	1865	1864	Christian F. Sellinger	Ger. M. E.	4
154	St. Louis Protestant Orphan Asylum	Webster Grove, Mo.	1841	1834	Mrs. George K. Budd, president	Non-sect.	10
155	St. Mary's Orphan Asylum	Onasha, Neb.	1869	1870	Sister Mary Michael Deavy	R. C.	4
156	State Orphans' Home ^a	Quincy, N. Y.	1869	1870	John H. Mills	Non-sect.	297
157	Orphans' Home	Concord, N. H.	1874	1866	Alice D. Jack	P. E.	5
158	New Hampshire Orphans' Home	Franklin, N. H.	1871	1871	Mrs. A. B. Mack	Non-sect.	170
159	Chase Home for Children	Portsmouth, N. H.	1879	1877	Miss Lizzie J. Hannaford, matron	Non-sect.	374
160	Carden Home for Friendless Children	Canton, N. J.	1839	1869	Mrs. M. A. Sisy	Non-sect.	56
161	Children's Friend Society	Jersey City, N. J.	1863	1863	Sarah B. Winchester, matron	Non-sect.	588
162	Union Association of the Children's Home of Burlington County	Mount Holly, N. J.	1864	1864	Mrs. M. H. Keeler, president	Non-sect.	3
163	Newark Orphan Asylum ^b	Newark, N. J.	1849	1848	Mrs. S. M. Van Vleck	Non-sect.	8
164	St. Peter's Asylum	Newark, N. J. (19 Livingston street).	1871	1871	Sister Mary Seveline	R. C.	1
165	Paterson Orphan Asylum Association	Paterson, N. J.	1864	1863	Mrs. A. W. A. Hemion, matron	Non-sect.	4
166	St. Mary's Orphan Asylum	Vernon, N. J. (near So. Orange, N. J.)	1864	1859	Sisters of Charity	R. C.	15
167	Albany Orphan Asylum	Albany, N. Y. (cor. Washington ave. and Robin st.).	1831	1830	Albert D. Fuller	Non-sect.	4,000
168	Orphans' Home of St. Peter's Church*	Albany, N. Y.	1875	1864	Kate T. Hand, secretary	P. E.	1
169	St. Vincent's Female Orphan Asylum	Albany, N. Y. (106 Elm st.).	1849	1849	Sister Anacaria Hovey	R. C.	14
170	St. Vincent's Male Orphan Asylum	Albany, N. Y.	1849	1849	Brother Amphian	R. C.	2
171	Cayuga Asylum for Destitute Children	Amherst, N. Y.	1852	1852	Mrs. Jane C. Rogers	Non-sect.	1,479
172	Davenport Female Orphan Institute	Bath, N. Y.	1863	1863		Non-sect.	1,731
173	St. Mary's Catholic Orphanage	Englehardt, N. Y.	1870	1878	Mother Stanislaus, superior	R. C.	9
174	Susquehanna Valley Home	Brooklyn, N. Y. (273 W. 11th st.).	1870	1869	A. H. La Monte	R. C.	328
175	Convent of the Sisters of Mercy	Brooklyn, N. Y. (Sterling Place, bet. Flatbush and Vanderbilt avenues).	1854	1854	Mother Mary Bonaventure Dillon, superior	Non-sect.	749
176	Home for Destitute Children ^c	Brooklyn, N. Y. (E. D., Graham street, bet. Montrose and Johnson).	1861	1862	Miss M. R. Battey, matron	Non-sect.	34
177	Orphan Asylum Society of the City of Brooklyn	Brooklyn, N. Y. (Atlantic avenue).	1835	1832	Mrs. J. B. Hutchinson, first directress	Non-sect.	33
178	Orphans' Home, Church of the Holy Trinity	Brooklyn, N. Y. (E. D., Graham street, bet. Montrose and Johnson).	1861	1862	Very Rev. Michael May	R. C.	8
179	Orphans' House on the Church Charity Foundation of Long Island.	Brooklyn, N. Y. (Albany ave. and Herkimer street).	1851	1853	Sister Elizabeth	P. E.	2
180	St. John's Home	Brooklyn, N. Y.	1834	1830	Mother Mary de Chantal	R. C.	0
181	St. Joseph's Female Orphan Asylum	Brooklyn, N. Y. (Willingby avenue, bet. Yates and Lewis streets).	1834	1873	Sister Mary Lewis	R. C.	0
182	St. Mary's Maternity and Children's Home	Brooklyn, N. Y.	1869	1869	Thomas P. Mulligan, secretary	R. C.	2
183	St. Vincent's Home for Homeless and Destitute Boys.*	Brooklyn, N. Y. (7 Poplar street).	1869	1869		R. C.	2,693

* From Report of the Commissioner of Education for 1882-'83. ^b The Newark Orphan Asylum Association has several auxiliary societies.

^a These statistics are for the year ending December, 1882. ^c Besides the home there are five industrial schools belonging to the Brooklyn Industrial School Association.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1883-'84—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of offi- cers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
184	Asylum of Our Lady of Refuge.	Buffalo, N. Y.	1856	1855	Mother Mary of St. Dominick	R. C.	5	5	407
185	Buffalo Orphan Asylum.	Buffalo, N. Y.	1857	1856	Mrs. M. L. Hopkins	Non-sect.	1	18	4
186	Church Charity Foundation.	Buffalo, N. Y.	1858	1856	Sister Louise, deaconess in charge.	P. E.	1	4	406
187	Evangelical Lutheran St. John's Orphan Home.	Buffalo, N. Y.	1858	1855	H. A. Kiver	Ev. Luth.	2	4	221
188	German Roman Catholic Orphan Asylum.	Buffalo, N. Y. (East street).	1874	1874	Sister Mary Ignatia	R. C.	10	10	411
189	St. Vincent's Female Orphan Asylum.	Buffalo, N. Y. (41 Broadway)	1849	1848	Sister Mary Thomas	R. C.	9	9	1,615
190	Ontario Orphan Asylum.	Canandaigua, N. Y.	1853	1854	Anna M. Walker.	Non-sect.	1	7	672
191	St. Mary's Orphan Asylum.	Canandaigua, N. Y.	0	1864	Sisters of St. Joseph	R. C.	6	6	300
192	St. Mary's Orphan Asylum.	Clifton, N. Y. (Staton Island)	1870	1871	Sister M. Dyerista	R. C.	1	5	300
193	Orphan House of the Holy Saviour.	Cooperstown, N. Y.	1878	1871	Susan Penmore Cooper	P. E.	1	5	280
194	St. Mary's Orphan Asylum and School.	Dunkirk, N. Y.	1858	1858	Sister M. Anastasia Donovan	R. C.	0	13	844
195	St. Malachy's Home.	East New York, N. Y. (L. I.)	0	1870	Sister M. Agatha.	R. C.	1	12	1,060
196	Southern Tier Orphans' Home.	Elmira, N. Y.	1868	1861	Mrs. R. H. Close	Non-sect.	7	3	6
197	Hudson Orphan and Relief Association.	Elmira, N. Y.	1846	1843	Miss Elizabeth Jones, matron	Ev. Luth.	7	6	143
198	Gustavus Adolphus Orphans' Home.	Jamestown, N. Y.	1853	1853	C. O. Hultgren	Non-sect.	1	2	574
199	Home of the Friendless.	Lockport, N. Y.	1871	1871	Mrs. S. F. Johnson, matron	Non-sect.	1	6	100
200	Warbling Orphans' Farm School of the Evangelical Lutheran Church.	Mount Vernon, N. Y.	1869	1866	Rev. G. C. Hollis, director	Lutheran	1	2	143
201	Home for the Friendless.	Newburgh, N. Y.	1862	1862	Mrs. Hector Craig, first directress	Non-sect.	1	6	574
202	Colored Orphan Asylum and Association for the Benefit of Colored Children.	New York, N. Y. (143d st. and Tenth avenue).	1838	1836	Orville K. Hutchinson	Non-sect.	10	28	1,100
203	Hebrew Orphan Asylum.	New York, N. Y. (77th st. and Third avenue).	1832	1869	Dr. Herman Baar	Jewish	6	4	1,100
204	Hebrew Sheltering Guardian Society.	New York, N. Y. (57th st. cor. First avenue).	1849	1848	Mrs. H. M. Harris, cor. secretary	Jewish	2	16	20,533
205	Home for the Friendless, American Female Guardian Society.	New York, N. Y. (32 East 30th street).	1849	1848	James Knight, M. D., surgeon in chief	Non-sect.	15	38	3,174
206	Hospital of New York Society for the Relief of the Ruptured and Crippled.	New York, N. Y. (135 East 42d street).	1863	1862	Joseph Hague, agent.	Non-sect.	2	2	.....
207	Howard Mission and Home for Little Wanderers.	New York, N. Y. (40 New Bowery).	1864	1861	.....	Non-sect.	.....	.....	.....

208	Ladies' Deborah Nurgery and Child's Protectory.	New York, N. Y. (95 East Broadway).	1878	1878	Max S. Davis.....	Hebrew ..	4	.....	645
209	Ladies' Home Missionary Society (Five Points Mission).	New York, N. Y. (63 Park street).	1856	1850	O. R. Benton.....	Meth.....	3	8	30,000
210	Leake and Watts Orphan House.....	New York, N. Y. (110th st. and Ninth avenue).	1831	1843	Rev. Richard M. Hayden.....	Non-sect..	6	17	.....
211	New York Society for the Prevention of Cruelty to Children.	New York, N. Y. (100 East 23d street).	1875	1875	E. Fellows Jenkins.....	Non-sect..	10	.....	.....
212	Orphan Asylum Society of the City of New York.	New York, N. Y. (West 73d street and Broadway).	1807	1806	George E. Dunlap	Non-sect..	3	23	2,406
213	Orphans' Home and Asylum of the Protestant Episcopal Church.	New York, N. Y. (49th st. cor. Lexington avenue).	1859	1851	Mrs. Eugene Dutilil, first directress.....	P. E.....	2	3	.....
214	Roman Catholic Orphan Asylum	New York, N. Y. (Madison ave., bet. 51st and 52d sts.).	1852	1868	Sister M. Clotilde	R. C.....	0	10	1,500
215	Roman Catholic Orphan Asylum	New York, N. Y. (4th ave., bet. 51st and 52d streets).	1852	1856	Sister Ann Borromeo.....	R. C.....	0	9	3,787
216	Roman Catholic Orphan Asylum	New York, N. Y. (32 Prince street).	1852	1856	Sister M. Alexandrine.....	R. C.....	0	13	.....
217	St. James' Home.....	New York, N. Y. (68 New Chambers street).	1883	1878	Sisters of Charity.....	R. C.....	.....	7	190
218	St. Joseph's Asylum in the City of New York.....	New York, N. Y. (Avenue A and 89th street).	1859	1859	Sister Mary Gabriela, superioress.....	R. C.....	4	24	1,861
219	St. Stephen's Home for Children*.....	New York, N. Y. (145 East 28th street).	1875	1868	Sister Francis Xavier, sister in charge.....	R. C.....	.....	18	1,306
220	St. Vincent de Paul Orphan Asylum.....	New York, N. Y. (215 West 39th street).	1868	1860	Sister Mary of the Archangels, superior.	R. C.....	.....	.....	.....
221	The Sheltering Arms.....	New York, N. Y. (129th st. and Tenth avenue).	1864	1864	Rev. Thomas M. Peters, D. D.....	P. E.....	.....	7	1,311
222	The Society for the Relief of Half-Orphan and Destitute Children.	New York, N. Y. (67 West 10th street).	1837	1835	Mrs. Jane M. Campbell.....	Non-sect..	1	18	4,219
223	Oswego Orphan Asylum	Oswego, N. Y.....	1852	1832	Mrs. Helen E. Sprague.....	Non-sect..	1	5	1,000
224	Roman Catholic Orphan Asylum	Peachkill, N. Y.....	1876	1876	Rev. Brother Laurence.....	R. C.....	14	0	294
225	Home for the Friendless of Northern New York.....	Plattsburgh, N. Y. (9 Broad street).	1874	1874	Mrs. Moss Kent Platt, president.....	Non-sect..	.....	13	116
226	West Chester Temporary Home for Destitute Children*.....	Pleasantville, N. Y.....	1880	1880	James W. Pierce.....	.....	.....	1	253
227	St. Mary's Orphan Asylum.....	Port Jervis, N. Y.....	1871	1876	Sister M. Batilda.....	R. C.....	.....	5	300
228	Poughkeepsie Orphan House and Home for the Friendless.....	Poughkeepsie, N. Y.....	1852	1847	Mrs. J. N. Farrar, matron.....	Non-sect..	0	7	1,000
229	Western New York Home for Homeless and Dependent Children.	Randolph, N. Y.....	1878	1877	J. D. Foote.....	Non-sect..	.....	2	230
230	Church Home of the Protestant Episcopal Church*.....	Rochester, N. Y. (Mt. Hope avenue).	1869	1868	Mrs. Catharine E. Matthews, cor. sec.....	P. E.....	1	9	.....
231	New York State Children's Home Association.....	Rochester, N. Y.....	1881	1882	Rev. Charles Strong.....	Non-sect..	1	1	125
232	Rochester Orphan Asylum	Rochester, N. Y.....	1838	1837	Mrs. R. T. Knight.....	Non-sect..	1	16	36,002
233	St. Joseph's German Orphan Asylum	Rochester, N. Y. (48 Andrew st.).	1863	1861	Valentine Hotzler.....	R. C.....	.....	17	500
234	St. Mary's Orphan Boys' Asylum*.....	Rochester, N. Y.....	1864	1864	Sister M. Xavier.....	R. C.....	.....	13	.....
235	St. Patrick's Female Orphan Asylum	Rochester, N. Y.....	1845	1841	Sisters of St. Joseph.....	R. C.....	.....	.....	.....

* From Report of the Commissioner of Education for 1882-'83.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1883-'84.—Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers and assistants.		Total number of inmates since foundation.
						Male.	Female.	
I	2	3	4	5	6	7	8	9
236 St. Johnland	St. Johnland, N. Y.	1872	1870	Sister Anne Arves	P. E.	63	21	267
237 Madison County Children's Home	Smithfield (Peterborough post office), N. Y.	1871	1871	Philemon Tucker		1	3	
238 Home for Destitute Children of New York City (Mt. Loretto).	Stapleton (S. I.), N. Y.							
239 German Evangelical Lutheran Orphan Asylum	Syracuse, N. Y.	1845	1841	Mrs. Florence Ellis	Ev. Luth.			
240 Onondaga County Orphan Asylum	Syracuse, N. Y.	1877	1841	Sister Mary Magdalen	Non-sect.	1	15	3, 139
241 St. Joseph's Asylum and House of Providence	Syracuse, N. Y. (Geddes p. o.)	1860	1852	Sister Maria, president	R. C.		10	
242 St. Vincent de Paul's Asylum and School	Syracuse, N. Y.	1863	1852	Sister Maria, president	R. C.		10	820
243 St. Vincent's Female Orphan Asylum	Troy (3d and Washington sts.), N. Y.	1864	1855	Sister M. Onesime.	R. C.	1	10	1, 614
244 Troy Catholic Male Orphan Asylum	Troy, N. Y.	1864	1852	Brother Immanuel	R. C.	17	1	2, 469
245 Troy Orphan Asylum	Troy (294 8th st.), N. Y.	1855	1853	Miss G. L. White	Non-sect.	1	4	1, 649
246 House of the Good Shepherd*	Utica, N. Y.	1872	1872	Mrs. Morris S. Miller, president	P. E.	0	4	500
247 Utica Orphan Asylum*	Utica, N. Y.	1850	1850	Mrs. Cornelia Graham, 1st directress.	Non-sect.	1	15	1, 710
248 Thomas Asylum for Orphan and Destitute Indian Children.	Versailles, N. Y.	1855	1855	J. H. Van Valkenburg	Non-sect.	4	4	
249 Jefferson County Orphan Asylum*	Watertown, N. Y.	1859	1859	George H. Torrey	Non-sect.	1	6	
250 Society for Relief of Destitute Children of Seamen.	West, N. Y.	1851	1846	A. M. Drew, matron	Non-sect.	1	13	2, 019
251 St. Joseph's Male Orphan Asylum	West Seneca, N. Y.	1851	1849	Sister Elizabeth Wheeler	R. C.		12	
252 St. Coleman's Industrial School and Orphan Asylum.	West Troy, N. Y.							
253 Orphan Asylum	Oxford, N. C.	0	1873	Ben F. Dixon	Non-sect.	1	12	800
254 Athens County Children's Home	Athens, Ohio	1881	1881	Joseph Green	Non-sect.	3	3	172
255 Belmont County Children's Home	Barnesville, Ohio	1877	1880	Rev. Philip B. Weber	Non-sect.	9	12	254
256 German Methodist Orphan Asylum	Berea, Ohio	1864	1864		Ger. M. E.	1	3	200
257 Tuscarawas County Children's Home	Canal Dover, Ohio	1882	1882		Non-sect.	(3)	(3)	173
258 Cincinnati Orphan Asylum.	Cincinnati, Ohio	1833	1832	Mrs. A. J. C. Wilson, matron	Non-sect.	1	16	17, 534

259	Class of Preservation, Convent of the Good Shepherd.	Cincinnati, Ohio (Bank st.)	1857	Mother M. of St. Joseph David.	R. C.	5	295
260	German General Protestant Orphan Asylum.	Cincinnati, Ohio (Highland ave., Mt. Auburn).	1849	Christian Jahres.	Protestant	2	606
261	St. Aloysius Orphan Asylum.	Cincinnati, Ohio (Bond Hill post office).	1843	Rev. Jerome Kilgenstein.	R. C.	3	1,000
262	St. Peter's and St. Joseph's Orphan Asylum.	Cincinnati, Ohio (Cummins-ville post office).	Sisters of Charity.	R. C.	24
263	Pickaway County Children's Home.	Circleville, Ohio.	1884	A. H. Shunk.	Non-sect.	(2)	17
264	Cleveland Protestant Orphan Asylum.	Cleveland, Ohio.	1863	Dr. S. Wollenstein.	Non-sect.	13	557
265	Jewish Orphan Asylum, I. O. E. B.	Cleveland, Ohio.	1868	Miss M. Le. Masson.	Jehew	15	30
266	St. Joseph's Orphan Asylum.	Cleveland, Ohio.	1863	Miss M. Le. Masson.	R. C.	27
267	St. Mary's Orphan Asylum.	Cleveland, Ohio.	1851	Mother M. Alexis.	R. C.	0	1,497
268	St. Vincent's Male Orphan Asylum.	Cleveland, Ohio (Monroe st.).	1854	Albert S. White.	Non-sect.	26	425
269	Franklin County Children's Home.	Columbus, Ohio.	1880	Rev. Joseph Jessing.	R. C.	10
270	St. Joseph's Orphan Asylum*.	Columbus, Ohio (721 E. Friend st.).	1875	Rev. J. C. Goldschmidt.	R. C.	1	523
271	St. Vincent's Orphan Asylum.	Columbus, Ohio (E. Main st. and Rose ave.).	1874	George Caswell.	Non-sect.	13	1,151
272	Montgomery County Children's Home.	Dayton, Ohio.	1867	Frank Fahrmeier.	R. C.	2	42
273	St. Joseph's Orphan Home.	Dayton, Ohio.	1872	A. C. Snell.	Non-sect.	(3)	26
274	Preble County Children's Home.	Eaton, Ohio.	1844	F. M. Le Page.	Ev. Assoc.	4	835
275	Ebenezer Orphan Asylum.	Flat Rock, Ohio.	1866	Jasper M. Johnson.	Non-sect.	1	250
276	Children's Home of Lawrence County.	Ironton, Ohio.	1874	J. H. Barker.	Non-sect.	7	254
277	Warren County Orphan Asylum and Children's Home.	Lebanon, Ohio.	1871	Simeon D. Hart.	Non-sect.	2	87
278	Morgan County Children's Home.	Malta, Ohio.	1880	John K. Niesz.	Non-sect.	(4)	97
279	Richland County Children's Home.	Mansfield, Ohio.	1883	G. W. McWhorter.	Non-sect.	5	789
280	Washington County Children's Home.	Marietta, Ohio.	1866	Amelia B. Sutton, matron.	Non-sect.	(2)	30
281	Union County Children's Home.	Marysville, Ohio.	1883	E. Bell.	Non-sect.	3	712
282	Fairmount Children's Home.	Mt. Union, Ohio.	1876	Philip Trout.	Non-sect.	16	66
283	Home for Friendless Children*.	Mt. Union, Ohio.	1876	Rev. J. L. Blinn.	Non-sect.	1	117
284	Licking County Children's Home.	N. Vernon, Ohio.	1876	Charles Beckel.	Ev. Luth.	2	658
285	Huron County Children's Home.	Newark, Ohio.	1880	Miss J. A. McConnell, matron.	Non-sect.	1	1,601
286	Meigs County Children's Home.	Norwalk, Ohio.	1882	Sister Fernand, Sister of Charity.	R. C.	12	212
287	Scioto County Children's Home.	Pomeroy, Ohio.	1882	W. Barnes, clerk.	Baptist	5	14
288	Noble County Children's Home.	Portsmouth, Ohio (lock box 70).	0	William L. Shaw.	Non-sect.	(3)	102
289	Clarke County Children's Home.	Saraville, Ohio.	1884	George W. Thompson, secretary of board of trustees.	Non-sect.	21	1,429
290	Citizen Hospital and Orphan Asylum.	Springfield, Ohio.	1877	Non-sect.	1
291	German Evangelical Lutheran Orphans' Asylum.	Tiffin, Ohio.	1878	Non-sect.	88
292	Protestant Orphans' Home*.	Toledo, Ohio.	1869	Non-sect.	4
293	St. Vincent's Orphan Asylum.	Toledo, Ohio.	1867	Non-sect.	1
294	Knoop Children's Home.	Toledo, Ohio.	1875	Non-sect.	12
295	Wayne County Children's Home.	Troy, Ohio.	1878	Non-sect.	14
296	Ohio Soldiers' and Sailors' Orphans' Home*.	Wilmington, Ohio.	1882	Non-sect.	10
297	The John McInure Children's Home.	Wooster, Ohio.	1870	Non-sect.	20
298	Xenia, Ohio.	1876	Non-sect.	3
299	Zanesville, Ohio.	1880	Non-sect.	2

* From Report of the Commissioner of Education for 1882-83.

a Resident officers only.

b Sex not reported.

TABLE XXII.—PART I.—Statistics of homes and asylums for orphan or dependent children for 1883-'84.—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	I	2	3	4	5	6	7	8	9
299	Children's Home (Ladies' Relief Society).....	Portland, Oreg.....	1871	1872	Mrs. George Woods, matron.....	Non-sect.....	1	1	468
300	Home for Colored Children (Women's Christian Association of Pittsburgh and Allegheny).....	Allegheny, Pa.....	1881	1880	Mrs. E. McGovern, matron.....	Non-sect.....		6	
301	House of the Good Shepherd.....	Allegheny, Pa. (Troy Hill).....	1879	1872	Mother Mary of St. Casimir, sup't.....	R. C.....	0	14	476
302	Pittsburgh and Allegheny Home for the Friendless.....	Allegheny, Pa.....	1861	1861	Miss Margaret Spear, matron.....	Non-sect.....	1	12	1,700
303	Protestant Orphan Asylum of Pittsburgh and Allegheny.....	Allegheny, Pa. (Ridge and Grand avenues).....	1834	1832	Mrs. Josephine Northrop, matron.....	Non-sect.....		15	3,200
304	St. Joseph's Orphan Asylum.....	Allegheny, Pa. (Troy Hill).....	1833	1833	School Sisters of Notre Dame.....	R. C.....	2	5	200
305	St. Paul's Orphan Home.....	Duffel, Pa.....	1868	1867	Rev. P. C. Pugh.....	Ep. Ch.....	2	9	1,092
306	White Hall Soldiers' Orphan School.....	Camp Hill, Pa.....	1866	1866	J. Addison Moore, A. M., principal.....	Non-sect.....	8	14	845
307	Chester Springs Soldiers' Orphan School.....	Chester Springs, Pa.....	1868	1868	R. S. Macmillan.....	Non-sect.....	4	6	927
308	Dayton Soldiers' Orphan School.....	Dayton, Pa.....	1866	1866	Mrs. Elizabeth Ambrose.....	Non-sect.....			
309	Linberran Concordia Orphan's House.....	Denry, Pa.....	1871	1871	Rev. P. Wilhelm.....	Ev. Luth.....	1	0	1,343
310	Home for the Friendless.....	Erie, Pa.....	1821	1821	Miss Mary Myers, matron.....	Non-sect.....	4	10	589
311	St. Joseph's Orphan Asylum.....	Erie, Pa.....	1822	1866	Sister Ambrosia Power.....	R. C.....	2	4	
312	Orphan's Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church.....	Germanstown, Pa.....	1860	1869	Charles F. Kahle.....	Luth.....			
313	Harford Soldiers' Orphan School.....	Harford, Pa.....	1865	1865	H. S. Sweet.....	Non-sect.....	0	14	1,121
314	Home for the Friendless.....	Harrisburg, Pa.....	1872	1872	Mrs. S. A. Rea, matron.....	Non-sect.....	0	4	200
315	Home for Orphans and Friendless Children.....	Uniontown, Pa.....	1883	1883	M. Emmert.....	Non-sect.....		5	500
316	Uniontown Soldiers' Orphan School.....	Uniontown, Pa.....	1876	1876	Rev. A. H. Walters.....	Non-sect.....	3	2	1,240
317	Home for Friendless Children of the City and County of Lancaster.....	Lancaster, Pa.....	1860	1859	Josephine L. Griffiths, lady manager.....	Non-sect.....			
318	St. James' Orphan Asylum.....	Lancaster, Pa.....	1867	1867	Mrs. Barker, matron.....	P. E.....			
319	Tresslers' Orphan's Home.....	Lancaster, Pa.....	1867	1867	Rev. P. Willard.....	Luth.....	2	2	273
320	McAlisterville Soldiers' Orphan School.....	McAlisterville, Pa.....	1864	1864	Rev. P. E. Ehlman, principal.....	Non-sect.....	4	10	1,159
321	Manassah Soldiers' Orphan School.....	Manassah, Pa.....	1867	1867	Rev. F. A. Allen.....	Non-sect.....			575
322	Mercer Soldiers' Orphan School.....	Mercer, Pa.....	0	1868	J. M. Shellenbarger, principal.....	Non-sect.....	4	14	577
323	Emmaus Orphan House.....	Middletown, Pa.....	1828	1830	William A. Croll, principal.....	Luth.....	1	4	117

324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	
Mt. Joy Soldiers' Orphan School.....	Sisters of the Holy Humility of Mary.....	Almwell School Association.....	Baptist Orphanage.....	Bethesda Children's Christian Home.....	Burd Orphan Asylum of St. Stephen's Church.....	Church Home for Children*.....	The Educational Home.....	Girard College for Orphans.....	Jewish Foster Home and Orphan Asylum.....	Lincoln Institution.....	Northern Home for Friendless Children and Associated Institute for Soldiers' and Sailors' Orphans.....	Philadelphia Orphan Asylum.....	Presbyterian Orphanage in the State of Pennsylvania. "The Shelter" for Colored Orphans.....	Southern Home for Destitute Children.....	Western Home for Poor Children*.....	St. Michael's Orphan Asylum.....	Benevolent Association Home for Children.....	St. Catharine's Female Orphan Asylum*.....	Orphans' Home of the Evangelical Lutheran Church.....	St. Patrick's Orphan Asylum*.....	St. Vincent's Orphan Asylum.....	Allegheny County Home.....	Bethany Orphan Home.....	Children's Home for Borough and County of York.....	Orphans' Farm School.....	Bristol Home for Destitute Children*	St. Mary's Orphanage.....	Home for Friendless and Destitute Children.....	Children's Friend Society*.....		
Mount Joy, Pa.....	New Bedford, Pa.....	Philadelphia, Pa. (Cherry street, near 10th),.....	Philadelphia, Pa. (43th st. and Silverton avenue),.....	Philadelphia, Pa. (Chestnut Hill),.....	Philadelphia, Pa. (63d and Market streets),.....	Philadelphia, Pa. (Angora Station),.....	Philadelphia, Pa. (cor. 49th st. and Greenway ave.),.....	Philadelphia, Pa.....	Philadelphia, Pa.....	Philadelphia, Pa. (303 S. 11th street),.....	Philadelphia, Pa. (n. e. cor. 23d and Brown streets),.....	Philadelphia, Pa. (64th st. and Lansdowne avenue),.....	Philadelphia, Pa. (Darby Road),.....	Philadelphia, Pa. (44th and Haverford streets),.....	Philadelphia, Pa. (s. e. cor. 12th and Fitzwater sts.),.....	Philadelphia, Pa. (41st and Baring streets),.....	Pittsburgh, Pa. (South Side, Pine street),.....	Pottsville, Pa.....	Reading, Pa. (1026 Franklin street),.....	Rochester, Pa.....	Scranton, Pa.....	Tacony, Pa.....	Woodville, Pa.....	Womelsdorf, Pa.....	York, Pa.....	Zellio, Pa.....	Bristol, R. I.....	East Providence, R. I.....	Newport, R. I.....	Providence, R. I. (47 Tobey street),.....	
1864	1873	1839	1879	0	1856	1856	1871	1832	1855	1866	1854	1815	1877	1822	1850	1857	1873	1873	1872	1841	1875	1856	1857	1834	1862	1865	1857	1867	1879	1866	1853
Harvey B. Honck.....	Mother Mary O'Neil.....	Elizabeth A. L. Simpson, principal.....	Mrs. A. Rainier, matron.....	Miss Anna W. Clement.....	Rev. Gideon J. Burton, A. M.....	Mrs. Cooke, matron.....	William M. Hugg.....	Adam H. Fetterolf, president.....	Rev. Nathan Rosenau.....	William M. Hugg.....	Amos G. Huber.....	Mrs. Maria Lodor.....	Mrs. Charles Hodge, secretary.....	Rebecca A. Cooper, matron.....	Mrs. J. Lennig, vice president.....	Mrs. Joseph M. Wilson, first directress.....	Sister M. Paschala.....	Maria Sands, matron.....	Sisters of Charity.....	Rev. W. A. Passavant, D. D.....	Sister Lovetto.....	Sister Mary Regina, superioress.....	D. C. Hultz.....	Rev. D. B. Albright.....	Samuel Small, president.....	Rev. J. A. Kilbbs.....	Miss Hannah Gartside.....	Rev. Daniel I. O'Neil.....	Mrs. Guild, matron.....	Mary A. Talbot, secretary.....	
Non-sect.....	R. C.....	Friends.....	Baptist.....	Non-sect.....	P. E.....	P. E.....	P. E.....	Non-sect.....	Hebrew.....	P. E.....	Non-sect.....	Non-sect.....	Presb.....	Friends.....	Non-sect.....	Non-sect.....	R. C.....	Non-sect.....	Luth.....	R. C.....	R. C.....	Non-sect.....	Reformed.....	Non-sect.....	Ev. Luth.....	Non-sect.....	P. E.....	Non-sect.....	Non-sect.....	Non-sect.....	
14	1, 279	700	4	40	8	151	9	4	25	1	10	42	2	7	3	2	3	118	118	5	5	10	3	2	5	1	2	1	1	166	1, 355

* From Report of the Commissioner of Education for 1882-'83.

TABLE XXII — PART 1. — *Statistics of homes and asylums for orphan or dependent children for 1883-'84* — Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
Providence Association for the Benefit of Colored Children.	Providence, R. I. (20 Olive street).	1846	1838	Miss Abby Guild.	Non-sect.	.....	3	.....
St. Aloysius Orphan Asylum.	South Providence, R. I.	1862	1862	Sister Mary Cecilia.	R. C.	0	12	33,784
Holy Communion Church Institute.	Charleston, S. C. (Broad st., cor. Court-House square).	1871	1867	Rev. A. Toomer Porter, D. D., rector.	P. E.	9	5	2,500
Thornwell Orphanage.	Clinton, S. C.	1873	1875	Rev. William P. Jacobs, president.	Presb.	2	3	68
Church Orphans' Home*.	Memphis, Tenn.	1847	1867	Sisters of St. Mary.	P. E. sect.	0	4	.....
Nashville Protestant Orphan Asylum.	Nashville, Tenn.	1847	1845	Mrs. E. J. Mackey, matron.	Non-sect.	1	4	.....
Texas Christian Orphan Home and School.	Thorpe's Spring, Tex.	1881	1883	A. Clark, president; board directors.	Christian.	.....	.....	35
Home for Destitute Children.	Burlington, Vt.	1865	1863	Mrs. Lydia A. Turrill, president.	Non-sect.	1	12	538
Providence Orphan Asylum*.	Burlington, Vt.	1866	1854	Sister Catharine.	R. C.	.....	10	1,862
St. Joseph's Orphan Asylum.	Burlington, Vt.	.....	.....	.....	.....	.....	.....	.....
Jackson Orphan Asylum.	Norfolk, Va.	1856	1856	Mrs. Mary Smith.	P. E.	1	1	.....
Portsmouth Orphan Asylum.	Portsmouth, Va.	1856	1856	Rev. W. W. Smith.	Non-sect.	.....	.....	.....
St. Joseph's Orphan Asylum*.	Richmond, Va.	1868	1864	Sister Mary Rose.	R. C.	1	15	759
St. Paul's Church Home.	Richmond, Va.	1861	1860	Mrs. Mary C. Stairs, teacher.	P. E.	0	3	150
St. Mary's Orphan Asylum.	Edin Grove, Wis.	1859	1849	Sister Mary C. Stairs, teacher.	R. C.	.....	4	.....
Northwestern Orphans' Home.	Green Bay, Wis.	1862	1879	Rev. Karl E. G. Oppen.	Non-sect.	3	3	77
St. Joseph's Orphan Asylum.	Green Bay, Wis.	.....	1879	Rev. Norbert Krasch, director.	R. C.	1	6	*295
St. Michael's Male Orphan Asylum.	La Crosse, Wis.	1851	1875	Rev. K. C. Faesch.	R. C.	1	1	164
Milwaukee Orphans' Asylum.	Milwaukee, Wis.	1850	1850	Miss Mary P. Mason, matron.	Non-sect.	.....	7	1,136
St. Joseph's Asylum.	Milwaukee, Wis.	1860	1864	.....	.....	.....	9	1,162
St. Rose's Orphan Asylum.	Milwaukee, Wis. (Lake ave., near North street).	1856	1848	Sister Mary Joseph.	R. C.	1	.....	.....
St. Casimir Polish Bohemian Orphan Asylum.	Polonia, Wis.	0	1878	Sister Mary Wenceslaus.	R. C.	.....	7	86
Taylor Orphan Asylum*.	Racine, Wis.	1868	1872	Miss Amelia J. Piper, matron.	P. E.	1	9	108
St. Emilian's Orphan Asylum.	St. Francis, Wis.	1850	1851	Sister Gertrude.	R. C.	.....	12	.....
The Church Orphanage.	Washington, D. C. (525 20th street northwest).	1879	1870	Sister Sarah.	P. E.	.....	.....	500
German Orphan Asylum*.	Washington, D. C.	1879	1879	A. Killian, matron.	Non-sect.	.....	1	60

TABLE XXII.—PART I.—Statistics of homes and asylums for orphan or dependent children for 1883-'84—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
1 Catholic Male Orphan Asylum.....	4-14	17	Contributions	Gardening and tailoring ..	Placed with well-to-do parties in the city.
2 Church Home for Orphan Boys.....	10	12-16	Contributions and proceeds of annual bazaar.	Domestic work, garden- ing, and tailoring.	Good situations, with salary.
3 Church Home for Orphan Girls.....	10	15	Contributions and proceeds of annual bazaar.	Domestic work, garden- ing, and sewing.	Good situations, with salary, found.
4 Protestant Orphan Asylum.....	Under 14....	No limit....	Contributions	Gardening, housework, and sewing.	
5 Orphans' Home of the Synod of Alabama.	3-13	16	Voluntary contributions	Housework and farming.	Homes in good families are found.
6 Los Angeles Orphans' Home	2-14	11	State aid and charity	Domestic and outdoor work.	Indentured, adopted, or returned to friends.
7 Ladies' Relief Society	3-10	Boys, 11; girls, no limit.	State appropriation and private contribution.	Gardening, housework, and sewing.	The care that would be taken for a child leaving home.
8 Boys' and Girls' Aid Society*.....	3-18	No limit....	Contributions	Sewing and housework ..	Indentured.
9 Chinese and Japanese Mission of the Methodist Episcopal Church. ^a	No limit....	No limit....	Appropriation	Sewing and housework ..	Good homes found.
10 Pacific Hebrew Orphan Asylum and Home Society.	5-14	14-16	Appropriation, contribution, and endowment.	Domestic work and sew- ing.	Given two full suits of clothing.
11 San Francisco Roman Catholic Female Orphan Asylum.	6-13	14	State appropriation and charity.	Sewing	If possible, homes are secured for them.
12 Woman's Union Mission to Chinese Wom- en and Children.	3-15	No limit....	Voluntary contributions	Domestic work and sew- ing.	Homes are found for them.
13 Home of Benevolence*	1-14	No limit....	State appropriation	Domestic work and sew- ing.	Secure them good situations.
14 St. John's Orphan Asylum.....	3-14	14	State appropriation and dona- tions.	Domestic work and sew- ing.	
15 St. Vincent Orphan Asylum*.....	1-	No limit....	State appropriation	Dressmaking and prepar- ing for teaching.	A good outfit and situations found;
16 Santa Cruz Female Orphan Asylum	1-	No limit....	Appropriation, board of inmates, and pay of pupils.		the privilege of returning to the home when ill.

17	Good Templars' Home for Orphans.....	1-12	14	State appropriation, contributions, and members' dues.	Domestic work.....	Placed in good homes.
18	Pájaro Vale Orphan Asylum.....	6-12	14	Appropriation and donations.....	Domestic work.....	Good situations are procured for them.
19	Bridgeport Protestant Orphan Asylum.....	3-12	12	Contributions and bequests.....	Domestic work and farming.	Placed in families.
20	Hartford Orphan Asylum.....	Under 11.....	12	By endowment.....	Domestic work and farming.	Indentured.
21	St. Catherine's Orphan Asylum.....	3-12	15-16	Contributions.....	Contributions.....	Indentured.
22	St. James Asylum.....	3-14	14	Contributions.....	Contributions.....	Good situations are found for them.
23	Home for the Friendless.....	2-10	12	Contributions and a small fund.....	Contributions.....	Homes are secured or they are returned to friends.
24	New Haven Orphan Asylum.....	10-14	18	By endowment and subscription.....	None.....	Apprenticed or placed at service.
25	Home for Friendless and Destitute Children.....	4	No limit.....	Contributions.....	Plain and fancy sewing.....	Good homes are provided.
26	St. Peter's Female Orphan Asylum.....	3	No limit.....	By endowment.....	General housework and farm work.	Homes are found.
27	Augusta Orphan Asylum*.....	5-12	16	By contribution.....	Domestic work and sewing.	Employment in families provided.
28	St. Mary's Orphan Asylum.....	3-12	13	Endowment and subscriptions.....	General housework.....	Provided with good homes and given an outfit of clothing.
29	Appleton Church Home*.....	No limit.....	No limit.....	Voluntary contributions and farm.	Domestic work and farming.	Good homes provided, where they are received as menueurs of families.
30	Orphans' Home, South Georgia Conference.*	6-14	No limit.....	Subscriptions of members, income from rents, &c.	Farming and trades.....	Situations provided.
31	Union Society, Bethesda Orphan Home.....	1-12	No limit.....	Charity.....	Farming and printing.....	Good situations are found for them.
32	St. Joseph's Male Orphanage.....	2-14	14	Voluntary contributions.....	Farming and gardening and domestic work.	Boys are apprenticed and girls are placed as servants in good families.
33	German Evangelical Lutheran Orphan Asylum.....	2-13	13	Contributions.....	General home duties.....	Placed in good Catholic families.
34	Swedish Orphan Asylum.....	No limit.....	No limit.....	Contributions.....	General home duties.....	Adopted or indentured.
35	St. Anna's Orphan Asylum.....	Under 12.....	12-14	Voluntary contributions.....	General home duties.....	Provided with homes.
36	Chicago Home for the Friendless.....	1-12	12	Contributions.....	General home duties.....	Given to parents.
37	Chicago Protestant Orphan Asylum.....	3-12	12	Voluntary contributions.....	General home duties.....	Good homes are provided.
38	Nursery and Hall-Orphan Asylum.....	2	About 14.....	Contributions, endowment, and board of half orphans.	None.....	Employment is found for them and they are given the privilege of returning to the institution when in need of a home.
39	St. Joseph's Orphan Asylum.....	2-12	14	Church contributions and pay for half orphans.	Farming.....	Adopted or apprenticed.
40	United Orphan Asylum.....	Under 14.....	14	State appropriation.....	Domestic work, sewing, farming, gardening, and care of horses.	Returned to friends or placed in homes.
41	German Catholic Orphan Asylum.....					
42	Jacksonville Orphan Home (Lutheran).....					
43	Illinois Soldiers' Orphans' Home.....					

* From Report of the Commissioner of Education for 1882-'83.
 * The central station of this mission, which is at San Francisco, includes a mission school and an asylum for Chinese women and girls; there are branch stations at San José, Oakland, Sacramento, and Chico. The statistics here given are for the mission asylum only.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1883-'84—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	13	13	14
44 St. Aloysius Orphan Asylum*.....	14	14-15	Contributions from St. Aloysius Orphan Society.	.....	.....
45 Home for the Friendless.....	Under 11.....	.....	Contributions.....	Sewing and general house-work.	Placed in homes.
46 Asylum for Friendless Colored Children.....	Under 12.....	14	Appropriation and contributions	General house duties.....	Educated and placed in good homes.
47 German Protestant Orphan Asylum*.....	Under 14.....	14	City appropriation and members' dues.	.....	Adopted or indentured.
48 Jeffersonville Orphan Asylum*.....	2-14	No limit.....	County appropriation and public charity.	.....	Placed in good homes.
49 Indiana Soldiers' Orphans' Home*.....	Under 15.....	15	State appropriation.....	None.....	Placed in good homes.
50 St. Joseph's Orphans' Manual Labor School.....	2-12	No limit.....	Contributions.....	General usefulness.....	Good homes found.
51 Children's Home of Madison.....	Under 13.....	13	Subscriptions, donations, members' dues, and appropriation.	Domestic work.....	Placed in good homes.
52 Gibson County Orphans' Home*.....	1-16	16	County appropriation.....	General housework, knitting, sewing, cookery, and laundry work.	Placed in good homes.
53 St. Joseph's Orphan Asylum and Manual Labor School.....	During minority.	No limit.....	Contributions and proceeds of farm.	General housework and sewing.	Adopted, placed at service, sent to other institutions, or returned to friends.
54 Home of the Friendless.....	No limit.....	.....	City appropriation and contributions.	.....	Have the privilege of returning to the institution when in need of a home.
55 Wernle Orphans' Home.....	2-14	14	Voluntary contributions.....	Domestic duties, sewing, knitting, and farming.	Indentured, adopted, or placed at service until 21.
56 Henry County Children's Home.....	2-16	16	Provided by county.....	General housework, sewing, and gardening.	.....
57 Rose Orphan Home.....	.....	No limit.....	By charity.....	Domestic duties.....	None.
58 St. Ann's Female Orphan Asylum.....	8-10	No limit.....	.....	.....	.....

59	Hamilton County Children's Home*	2-16	16	Amount paid a day for each child, 25 cents; nation furnishes her own house, furniture, &c. Voluntary contributions	Domestic work, farming, and sewing.	Homes secured.
60	German and English Asylum for Orphans and Destitute Children.	2-12	14	Voluntary contributions	Domestic work and farming.	Given an outfit of clothing and the privilege of returning to the home in sickness or when out of work. Returned to parents or friends.
61	Soldiers' Orphans' Home and Home for Indigent Children.	2-12	Boys, 15; Girls, 16.	State and county appropriation	General domestic work, sewing, carpentry, farming, gardening, cookery, and laundry work.	Placed in families.
62	St. Mary's German Orphan Asylum.	Under 14	14	Contributions	Housework, sewing, and nursing.	Adopted or returned to guardians.
63	Swedish Orphans' Home.	No limit		Appropriation and contributions	Housework, sewing, and nursing.	Good homes and employment found.
64	Home for the Friendless*	2-18	18	Contributions	Farming and domestic work.	They are placed on farms.
65	Evangelical Orphan Asylum (Swedish).	3-12	12	Contributions and proceeds of farm.	Farming	Put to trades or on farms.
66	St. Thomas Orphan Asylum	2-3	18	St. Boniface Orphan Society Contribution	General duties.	Placed in good homes.
67	St. Joseph's Orphan Asylum*	2-16	No limit	Voluntary contributions	Sewing	Good homes are found.
68	Corington Protestant Children's Home.	Under 12	No limit	Donations	Housework and farming.	Apprenticed to trades, placed on farms, or provided with good homes.
69	Baptist Orphans' Home.	2-12	Boys, 14; Girls, 18.	By contributions	Gardening, housework, sewing, and knitting.	Placed by direction of said lodges in some congenial home.
70	German Baptist Orphan Home.	Under 12	No limit	By the Masons of Kentucky and endowment.	Chair bottoming, printing, shoe making and mending for boys; housework, plain sewing, and fancy work for girls.	Good homes or situations are provided.
71	German Protestant Orphan Asylum.	3-44	18	Voluntary contributions	Engineering, farming, and printing.	Placed at service.
72	Masonic Widows' and Orphans' Home.	6-10	13	Church collections	Sewing	Positions as teachers secured.
73	Orphanage of the Good Shepherd	Under 13	No limit	By charity	This institution is a graded normal school for orphan girls.	They are cared for by the society until of age.
74	St. Joseph's German Orphan Asylum.	Under 14	15	Endowment and tuition fees	General usefulness and domestic work.	Good homes found.
75	St. Vincent's Orphan Asylum	No limit	No limit	By farming	Farming	Placed in good homes.
76	St. Vincent's Orphan Asylum	No limit	No limit	Permanent fund	None.	Good homes secured.
77	Kentucky Female Orphan School	4-14	18	Members' dues, voluntary contributions, and city appropriations	Needlework and use of tools.	
78	St. John's Asylum	No limit	16	Public charity	Household duties and sewing.	
79	Orphans' Home Society ^a	1-15	16	By charity	Household duties and sewing.	
80	Asylum for Destitute Orphan Boys.	No limit	15	By farming	Household duties and sewing.	
81	Jewish Widows' and Orphans' Home.	No limit	18	Members' dues, voluntary contributions, and city appropriations	Household duties and sewing.	
82	Louisiana Asylum	1-12	16	Public charity	Household duties and sewing.	
83	Louisiana Freedmen's Baptist Orphans' Home.	Under 12	16	By charity	Sewing and fancy work	

* From Report of the Commissioner of Education for 1892-'93.

^a This institution reopened after several years' suspension.

TABLE XXII.—PART I.—Statistics of homes and asylums for orphan or dependent children for 1883-'84—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
84. Mt. Carmel Female Orphan Asylum	5-14	18	Contributions	Lanndry work and sewing	An outfit of clothing.
85. Orphanage	No limit	No limit	Contributions	Domestic work and sewing	In situations to earn a good living.
86. The Protestant Orphans' Home	Under 12	Boys, 14; girls, 18.	City appropriation and contributions.	Domestic work and sewing	Placed in homes or returned to parents.
87. St. Joseph's German Orphan Asylum	3-16	Boys, 14; girls, 17.	Charitable contributions	Domestic work and sewing	Placed in good homes.
88. Children's Home	Boys, 2-8; girls, 2-12; 4-14	No limit	State appropriation, contributions, and endowment.	Domestic work and sewing	Furnished with suitable clothing and necessary expenses paid.
89. Bath Military and Naval Orphan Asylum	4-14	16	State appropriation and endowment.	Domestic work, gardening, and sewing	Given a good outfit of clothing.
90. Asylum of Our Lady of Lourdes	3-16	No limit	Voluntary contributions	Housework, knitting, and sewing	Adopted or bound out to service.
91. Female Orphan Asylum of Portland	1-10	No limit	Annual subscriptions, donations, and invested funds.	General housework, knitting, and sewing	None.
92. Baltimore Orphan Asylum*	4-9	18	Appropriations and contributions	None at the home; boys work at different trades or in professions for various persons in the city.	
93. Boys' Home	9-18	21	Contributions and labor of inmates	Boys learn a trade in the city.	
94. Hebrew Orphan Asylum of Baltimore	4-11	14-15	By contributions	Domestic work and sewing	Cared for by the society.
95. St. James' Home for Boys	12-18	21	Board of inmates and donations	Domestic work and sewing	Savings are put in savings bank.
96. St. Mary's Female Orphan School	7-14	14	Voluntary contributions and church collections	Farming	Sent to industrial school for girls.
97. St. Vincent's Male Orphan Asylum	6-12	14	By charity	Housework, cooking, laundry work, and sewing	Good homes found.
98. Baltimore Manual Labor School for Indigent Boys	8-16	No limit	Contributions and endowment	Housework and sewing	Returned to parents or placed in homes.
99. Home for Friendless Children of the Diocese of Eastern	8-8	18	Appropriations and contributions	Housework, cooking, laundry work, and sewing	Good outfit; if remaining in a home three years, receive \$50.
100. Leats Female Orphan Asylum	8-18	18	Endowment	Domestic work and sewing	No special provision.
101. Protestant Episcopal Orphan Asylum	2-8	18	By endowment	and knitting	Good outfit of clothing and a home.

		2-14	No limit	Contributions and interest on endowment.	General domestic duties	Adopted into families.
102	Baldwin Place Home for Little Wanderers					
103	Boston Asylum and Farm School for Indigent Boys.	2-14	No limit	Contributions and endowment.	Farming and trades.	Good homes found and general oversight given until of age.
104	Boston Female Asylum*	8-12		By endowment	Housework and sewing.	Indigent.
105	Children's Friend Society	2-12	14	By donations	Sewing and embroidery.	Employment found.
106	Children's Mission to the Children of the Destitute in the City of Boston.*	6-15	18	Contributions, donations, and endowment.	Sewing and housework	Permanent homes are found and continued oversight is given them.
107	Church Home for Orphan and Destitute Children *	4-8	Boys, 12; girls, —	Subscriptions and endowment	Housework	Placed in homes or returned to friends.
108	House of the Angel Guardian	6-15	No limit	Contributions and board of inmates.	Baking, shoemaking, and tailoring.	Placed in good families.
109	Dr. Martin Luther Orphans' Home	4-14	18	Contributions and proceeds of farm.	General domestic work	Placed in good homes or returned to friends.
110	St. Vincent's Orphan Asylum	3-12	No limit	By charitable contributions and board of inmates.		
111	Wesleyan Home for Orphan and Destitute Children.					
112	St. John's Home.	No limit	No limit	Contributions	Housework, knitting, and sewing.	Placed in good homes.
113	Protectory of Mary Immaculate*	Boys, 2-12; girls, 2-15		Contributions, proceeds of fairs, and labor of sisters.		
114	Orphanage of St. Margaret's Sisterhood			Contributions and subscriptions		
115	St. Mary's Orphanage*	Under 6		Donations and mothers' dress.	Domestic work	Placed in good homes.
116	Children's Aid Society*	Under 3		Annual contributions, endowment, &c.	Housework and sewing.	Good homes are found.
117	New Bedford Orphans' Home.	4-9	10-12	Private charity and donations	Housework, knitting, and sewing.	
118	Rebecca Pomroy Newton Home for Orphan Girls.	5-11		State appropriation	Baking, dressmaking, farming, tailoring, and shoemaking.	Provided with good clothing and home or returned to friends.
119	Massachusetts State Primary School	Under 15	15		Housework and needlework.	Placed at trades or in good homes.
120	City Orphan Asylum	2-12	Boys, 13; girls, no limit.	Contributions and industry of inmates.	Housework and needlework.	Placed in homes.
121	Seamen's Orphan and Children's Friend Society.	13-14	Boys, 17; girls, no limit.	Voluntary contributions, endowment, and board of inmates.	Housework and needlework.	Homes found or returned to friends.
122	Children's Home.	Boys under 8, girls, no limit.	Boys, 8; girls, 12.	Contributions and income from fund.	None	
123	Orphans' Home, Children's Friend Society.	2-10	No limit	Voluntary contributions and small fund.	Domestic work	Adopted or placed in homes.
124	State Public School.	3-14	16	State appropriations	General housework, farming, knitting, sewing, and shoemaking.	Placed in homes.
125	Home for the Friendless	2-10	10	Voluntary contributions.	Domestic work and tailoring.	Homes are found for them.
126	St. Anthony's Male Orphan Asylum*.	4-12		By contributions		Returned to friends, adopted, or retained at the home.

* From Report of the Commissioner of Education for 1892-'93.

TABLE XXII.—PART I.—Statistics of homes and asylums for orphan or dependent children for 1883-'84—Continued.

	Name.	Age at which children may be admitted.		Age at which children the institution.	How supported.		Industries taught.	Provision for children who have left the institution.	
		1	10	11	12	13	14		
127	St. Luke's Hospital and Church Home and Orphanage.				Subscription and income from legacies.				
128	St. Vincent's Orphan Asylum.		3-14		Appropriation				
129	Home for the Friendless and Industrial School.	Under 1			Private charity.				
130	Children's Home.	2-10		No limit	Private donations.				
131	St. Joseph's Orphan Asylum.	5-20		20	Contributions.				
132	St. Mary's Orphan Asylum.	No limit		No limit	By charity.				
133	Danish-Norwegian Orphan Home.				By charity.				
134	St. Joseph's German Catholic Orphan Asylum.	Under 1		No limit	By charity.				
135	St. Paul Protestant Orphan Asylum*.	3			Contributions.				
136	Lutheran Orphans' Home.	2-12		18	Contributions and labor of inmates.				
137	D'Evereux Hall.	5-12		15	Bequests and donations.				
138	St. Mary's Orphan Asylum.	3-8		15	Contributions, endowments, and tuition.				
139	Female Orphan School.	14		No limit	Church contributions.				
140	Evangelical Lutheran Orphans' Home and Asylum.	2-12		Boys, 14; girls, 18.	Voluntary contributions.				
141	Catholic Protectorate of St. Louis.	8-16		No limit	Contributions and charities.				
142	Children's Home of the Woman's Christian Association.				Contributions.				
143	St. Joseph's Roman Catholic Orphan Asylum*.	3-15		Boys, 12; girls, 14.	Church collections, members' fees, &c.				
144	Episcopal Orphans' Home.	Under 12		14-16					
145	German General Protestant Orphan Home.								
146	German St. Vincent's Orphan Asylum.	Under 10							

147	House of the Good Shepherd (Class of Preservation).*	4		Contributions and labor of inmates.	Returned to friends or placed in situations.
148	Methodist Orphans' Home.....	2-8	Boys, 8-10; girls, 18.	Donations, income from fund, and board of half orphans.	Placed in good homes.
149	St. Bridget's Half-Orphan Asylum.....	4-16	16-17	Contributions.....	Given two suits of clothing when possible.
150	St. Joseph's Convent of Mercy.....	6	No limit....	Contributions, industry of inmates, and pay of hospital patients.	Good situations found or returned to friends.
151	St. Joseph's Male Orphan Asylum.....	6-10	14	Contributions and labor of inmates.	Taken by friends or sent to industrial school.
152	St. Mary's Female Orphan Asylum.....	3-18	Boys, 16; girls, 18.	Contributions.....	Girls placed at service in families, boys with farmers or mechanics.
153	Central Wesleyan Orphan Asylum*.....	No limit....	18	By endowment and collections.	Adopted.
154	St. Louis Protestant Orphan Asylum.....	2-16		Board of inmates.	Adopted or indentured.
155	St. Mary's Orphan Asylum.....	1-14		State appropriation.....	Good situations found.
156	State Orphans' Home.....	1-12	Boys, 12; girls, 18.	Contributions.....	Adopted into families.
157	Orphans' Home.....	2-14	No limit....	Voluntary contributions.....	Homes found or returned to friends.
158	New Hampshire Orphans' Home.....	Under 12....	3-12	Voluntary contributions.....	Indentured until of age.
159	Chase Home for Children.....	2-12	No limit....	Voluntary subscriptions.....	Given an outfit.
160	Camden Home for Friendless Children.....	4-10	12	Voluntary contributions.....	Provided with comfortable homes or returned to parents.
161	Children's Friend Society.....	3-12	12	Voluntary contributions.....	Adopted, placed in homes, or returned to friends.
162	Union Association of the Children's Home of Burlington County.....	2-10	12	Appropriation, contributions, and endowment.....	Boys to trades; girls at service.
163	Newark Orphan Asylum b.....	2-13	No limit....	Contributions.....	Given homes in families or placed at trades.
164	St. Peter's Asylum.....	3-10	No limit....	Contributions.....	Adopted, returned to friends, or indentured to farmers.
165	Paterson Orphan Asylum Association.....	2-12	14	Contributions and pension.....	Adopted or placed at service, and provided with suitable clothing.
166	St. Mary's Orphan Asylum.....	2-18	No limit....	Appropriation, contributions, endowment, and board of children.	Placed in homes or with friends.
167	Albany Orphan Asylum.....	2-12	16	By contributions.....	Given a suit of clothing.
168	Orphans' Home of St. Peter's Church*.....	Under 14....	16	County appropriation.....	Adopted or returned to parents or guardians.
169	St. Vincent's Female Orphan Asylum.....	2-12	16	Appropriation and contributions.....	Returned to parents or guardians or placed in good homes.
170	St. Vincent's Male Orphan Asylum.....	5-12	14	Appropriations, contributions, and interest on funds.	Homes provided for children indentured.
171	Cayuga Asylum for Destitute Children.....	2-12	No limit....		
172	Davenport Female Orphan Institute.....				
173	St. Mary's Catholic Orphanage.....				
174	Susquehanna Valley Home.....	2-14	16	County appropriation.....	

* From Report of the Commissioner of Education for 1882-'83.

b These statistics are for the year ending December, 1882.

c The Newark Orphan Asylum Association has several auxiliary societies.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1883-'84.—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
175 Convent of the Sisters of Mercy.....			Appropriations, legacies, and bequest of inmates.		Adopted or returned to parents or guardians.
176 Home for Destitute Children a.....	2-10	12	Donations, subscriptions, &c.	Domestic work and sewing.	Adopted or placed at service.
177 Orphan Asylum Society of the City of Brooklyn.....	3-12	12	Appropriation, contributions, and endowment.	Domestic work, sewing, &c.	Homes found, indentured, or returned to friends.
178 Orphans' Home, Church of the Holy Trinity.....	2-12	14	By charity.....		Placed in homes or returned to friends.
179 Orphans' House on the Church Charity Foundation of Long Island.....	4-10	14	City appropriation, contributions, and endowment.	Domestic work, basket making, sewing, and printing.	Indentured to trades or service until 18 or returned to friends.
180 St. John's Home.....	2-14	15	Appropriation, contributions, and bequest of children.	Baking, carpentry, and engineering.	Provided with situations.
181 St. Joseph's Female Orphan Asylum.....	3-14	14-16	Voluntary contributions, bequests, &c.	Domestic duties and sewing.	Transferred to industrial school; some provided with situations.
182 St. Mary's Maternity and Children's Home.			Contributions.....	None.....	None.
183 St. Vincent's Home for Homeless and Destitute Boys.*	7-16		Contributions, donations, and labor of inmates.	General domestic work, knitting, and sewing.	Returned to friends or situations procured.
184 Asylum of Our Lady of Refuge.....	No limit.....		Contributions and endowment.	General housework, knitting, and sewing.	Placed in homes.
185 Buffalo Orphan Asylum.....	Under 12.....	12		Housework and sewing.....	Adopted and indentured.
186 Church Charity Foundation.....	10	12-14	Appropriation, contributions, and endowment.	Farming, housework, knitting, and sewing.	Privilege of returning to the home when sick or out of employment.
187 Evangelical Lutheran St. John's Orphan Home.	2-12	16-18	Appropriation, contributions, and proceeds of farm.	Chair caning, sewing, knitting, and needlework.	Placed in good families; bonds of \$500 required as a guarantee.
188 German Roman Catholic Orphan Asylum*.....	2-14	12-18	County appropriations, contributions, proceeds of fair, &c.	Sewing.....	Placed in good homes.
189 St. Vincent's Female Orphan Asylum.....	4-15	No limit.....	Appropriation, collections, &c.	Gardening.....	Homes found or returned to county house.
190 Ontario Orphan Asylum.....	Under 12.....	12	Contributions and interest on fund.	housework, and sewing.	
191 St. Mary's Orphan Asylum.....			By labor of inmates.....		
192 St. Mary's Orphan Asylum*.....	3-15				

193	Orphan House of the Holy Saviour	Boys, 3-7; girls, 3-12	No limit	Contributions and board of chil- dren.	Dressmaking, housework, and gardening.	Good homes carefully sought for them.
194	St. Mary's Orphan Asylum and School ^a	3-16	.....	Contributions and county tax	General housework, knit- ting, sewing, &c.	Provided with homes or returned to parents.
195	St. Mahachy's Home	3-10	14	County appropriation, contribu- tions and board of children.	Housework and sewing	Placed in homes.
196	Southern Tier Orphans' Home	4-16	16	Voluntary contributions, endow- ment and board of children.	Housework and garden- ing.	Provided with situations.
197	Hudson Orphan and Relief Association	2-12	.....	Donations, endowment, &c.	None	Indentured.
198	Gustavus Adolphus Orphans' Home	Under 16	18	By Lutheran Church .....	.....	Occupation found for them.
199	Home of the Friendless .....	.....	.....	Contributions and county ap- propriations .....	.....	Placed in homes.
200	Warburg Orphans' Farm School of the Evangelical Lutheran Church	6-10	18	Voluntary contributions	General domestic work, sewing, farming, gar- dening, and painting.	If deserving, they are allowed to return to the home when sick or out of employment.
201	Home for the Friendless	Boys, 2-10	Boys, 10; girls, 12	Voluntary contributions and en- dowment.	.....	.....
202	Colored Orphan Asylum and Association for the Benefit of Colored Children.	2-10	12	Board of inmates, contributions, and endowment.	Housework, sewing, and gardening.	Sent to friends, indentured, or placed at service.
203	Hebrew Orphan Asylum	5-11	14-15	City appropriation and subscrip- tions.	.....	Suitable situations are found to earn a trade.
204	Hebrew Sheltering Guardian Society .....	.....	.....	Appropriation, contributions, and legacies.	.....	Returned to parents or guardians.
205	Home for the Friendless, American Fe- male Guardian Society.	Boys, under 10; girls, no limit.	No limit	Appropriation, contributions, and legacies.	Domestic work and sew- ing.	Apprenticed or adopted into good families and regularly visited by officers of the home.
206	Hospital of New York Society for the Re- lief of the Ruptured and Crippled.	4-14	No limit	Appropriation, contributions, and board of hospital pa- tients.	Housework, sewing, and manufacture of surgical appliances.	When restored to health are as- sisted in supporting themselves or sent to orphan asylums.
207	Howard Mission and Home for Little Wanderers.	3-21	No limit	Voluntary contributions	Sewing	Placed in good Christian homes.
208	Ladies' Deborah Nureery and Child's Pro- tectory.	2-14	14-16	Contributions and city tax	Sewing and trades	Boys placed at trades.
209	Ladies' Home Missionary Society (Five Points Mission).	4-12	12	Appropriation, contributions, and city tax.	Sewing	Given good homes.
210	Leake and Watts Orphan House	3-12	14	Endowment	General household duties	Indentured to trades or returned to friends.
211	New York Society for the Prevention of Cruelty to Children.	Limit, 16	No limit	Contributions, donations, and members' dues.	.....	Returned to friends.
212	Orphan Asylum Society of the City of New York.	2-10	12	Endowment and contributions	Household duties and sew- ing.	Homes are found.
213	Orphans' Home and Asylum of the Prot- estant Episcopal Church.	3-8	.....	Contributions and endowment	Housework and sewing	Returned to friends or placed in homes.
214	Roman Catholic Orphan Asylum	4-9	No limit	Charitable contributions	None	Returned to friends or placed in homes.
215	Roman Catholic Orphan Asylum	4-9	No limit	Charitable contributions	Housework and sewing	Returned to friends.
216	Roman Catholic Orphan Asylum	5-9	No limit	Charitable contributions	Housework and sewing .....	.....
217	St. James' Home	2-16	16	City appropriation	Housework and sewing .....	.....

* From Report of the Commissioner of Education for 1882-'83.
^a Besides the home there are five industrial schools belonging to the Brooklyn Industrial School Association.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1883-'84—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
218 St. Joseph's Asylum in the City of New York.	3	Boys, 13; girls, 16.	Appropriation, contributions, endowment, and subscriptions.	Knitting, sewing, &c.	Apprenticed or placed at service, and have the privilege of returning to the asylum when out of work.
219 St. Stephen's Home for Children*.	3-14	14	Appropriation and contributions.	Domestic work and use of sewing machine.	Good homes are found.
220 St. Vincent de Paul Orphan Asylum.	4-10	Boys, 12; girls, 18.	Charitable contributions.	General housework and use of machine.	Situations found.
221 The Sheltering Arms.	4-10	13-14	Contributions, board of inmates, endowment, and appropriations from excise fund.	General housework and sewing.	Returned to friends.
222 The Society for the Relief of Half-Orphan and Destitute Children.	4-10	.....	Voluntary contributions. ....	.....	.....
223 Oswego Orphan Asylum.	2-14	14	Appropriations, contributions, interest on fund, &c.	Housework, sewing, and farming.	Homes found.
224 Roman Catholic Orphan Asylum.	7-15	16	Contributions.	Domestic work, farming, shoemaking, and tailoring.	Placed at service.
225 Home for the Friendless of Northern New York.	Boys, under 12; girls, under 16.	No limit.	Appropriations and contributions.	.....	Indentured, adopted, or given to friends.
226 West Chester Temporary Home for Destitute Children.*	under 16.	16	Appropriation. ....	.....	.....
227 St. Mary's Orphan Asylum.	2-12	14	County appropriation.	Housework and sewing.	Returned to friends or placed in homes.
228 Poughkeepsie Orphan House and Home for the Friendless.	2-10	12	Appropriation, contributions, and endowment.	Housework, sewing, and gardening.	Placed in homes or with friends.
229 Western New York Home for Homeless and Dependent Children.	Under 16.	16	Contributions.	None.	Placed at service or with friends.
230 Church Home of the Protestant Episcopal Church.*	No limit.	No limit.	Board of inmates, donations, and subscriptions.	Gardening, housework, knitting, sewing, &c.	Placed at service or with friends.

	Under 18....	No limit....	Contributions and taxation.....	Placed in homes.
221 New York State Children's Home Association.	Under 12....	No limit....	City and county appropriation and contributions.	Adopted in families, indentured, or returned to friends.
222 Rochester Orphan Asylum.....	Under 14....	14	Appropriations, contributions, &c.	Adopted or indentured.
223 St. Joseph's German Orphan Asylum.....	3-14		Contributions, &c.	Placed at trades.
224 St. Mary's Orphan Boys' Asylum*	2-14		Contributions, donations, &c.	Adopted or returned to friends.
225 St. Patrick's Female Orphan Asylum.....	2-14		Contributions, subscriptions, donations, and profits of industries.	Placed at trades, provided with other occupations or with good Christian homes.
226 St. Johnland.....	2-16	16	County appropriation.....	
227 Madison County Children's Home				
228 Home for Deaf-mute Children of New York City (Mt. Loretto).				
229 German Evangelical Lutheran Orphan Asylum.				
230 Onondaga County Orphan Asylum.....	2-12	14	Appropriations and endowment.	Returned to friends or placed in good homes or at trades.
241 St. Joseph's Asylum and House of Providence.	2-14	14	City and county appropriation.....	Situations and homes are found.
242 St. Vincent de Paul's Asylum and School.	2-14		City and county contributions, &c.	Placed in situations or good homes.
243 St. Vincent's Female Orphan Asylum.....	3-12	No limit....	City and county appropriations.	
244 Troy Catholic Male Orphan Asylum.....	2-14	16	Appropriation and contributions.	Homes in good families are found for them, and they are visited semiannually until old enough to care for themselves.
245 Troy Orphan Asylum.....	3-10	14	Appropriation, contributions, &c.	Placed in good homes or returned to friends or indentured.
246 House of the Good Shepherd*	Under 12....		Appropriation, contributions, endowment, and board.	Placed in homes or at trades.
247 Utica Orphan Asylum*	2-14	14	By endowment.....	Returned to friends or placed in homes.
248 Thomas Asylum for Orphan and Destitute Indian Children.	2-15	16	State appropriation.....	Some placed at service in families.
249 Jefferson County Orphan Asylum*.....	2-16	16	County appropriation and endowment.	Homes found.
250 Society for Relief of Destitute Children of Seamen.*	2-10	14-18	Contributions and donations....	Placed at service or returned to friends.
251 St. Joseph's Male Orphan Asylum.....	3-12	14	Appropriation and contributions.	Adopted or given to friends.
252 St. Coleman's Industrial School and Orphan Asylum.				
253 Orphan Asylum.....	8-12	14	By contributions and appropriation.	Adopted or placed in situations.

* In the homes for the young.

* From Report of the Commissioner of Education for 1882-'83.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for 1883-84*—Continued.

	Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
	1	10	11	12	13	14
254	Athens County Children's Home.....					Returned to friends, placed in families, or transferred to other institutions.
255	Bedmont County Children's Home.....	Under 16.....	16	Taxation.....	House and farm work.....	Returned to friends, placed in families.
256	German Methodist Orphan Asylum.....	1-14.....	No limit.....	Contributions of the German Methodists.....	Farming, gardening, and sewing.....	Good homes are found.
257	Tuscarawas County Children's Home.....					Returned to friends, placed in homes, or transferred to other institutions.
258	Cincinnati Orphan Asylum.....	1-13.....	No limit.....	Contributions and endowment.....	Housework, knitting, and sewing.....	Adopted or indentured.
259	Class of Preservation, Convent of the Good Shepherd.....	5-15.....	16-18.....	Labor of inmates.....	Homes and laundry work, sewing and fancy work.....	Given entire or fit of clothing and secured food situations.
260	German General Protestant Orphan Asylum.....	2-12.....	14.....	Donations, endowment, and dues.....	Housework, knitting, sewing.....	Bound out to responsible parties.
261	St. Aloysius Orphan Asylum.....	1-12.....	16.....	Voluntary contributions.....	General domestic work, sewing, tailoring, farm labor, shoemaking, and bookbinding.....	Indentured and regularly visited.
262	St. Peter's and St. Joseph's Orphan Asylum.....	3-12.....		Contributions.....	General housework, knitting, and sewing.....	Returned to friends, placed in homes, or transferred to other institutions.
263	Pickaway County Children's Home.....					Adopted into good families.
264	Cleveland Protestant Orphan Asylum.....	Under 12.....	No limit.....	Contributions and endowment.....	Domestic work.....	Homes and employment secured.
265	Jewish Orphan Asylum, I. O. B. B.....	5-12.....	15.....	Donations and members' dues.....	Gardening and shoemaking.....	Placed in homes.
266	St. Joseph's Orphan Asylum.....	3-12.....	15.....	Charitable contributions and industry of inmates.....	Plain sewing and housework.....	Placed in homes.
267	St. Mary's Orphan Asylum.....	3-12.....	15.....	Annual fair and labor of inmates.....	Household duties and needlework.....	

268	St. Vincent's Male Orphan Asylum.....	3-10	14	Collections and contributions...	Domestic work, sewing, and gauding.	Returned to friends or placed in families.
269	Franklin County Children's Home.....	2-16	16	Taxation	General housework, gardening, knitting, and sewing.	Indigent or adopted.
270	St. Joseph's Orphan Asylum*	3-14	21	Self supporting.	Type setting and printing.	Situations found.
271	St. Vincent's Orphan Asylum.....	2-12	No limit	Voluntary contributions	Gardening, shoemaking, and tailoring.	Placed in good families.
272	Montgomery County Children's Home....	2-16	16	Appropriations by State and county.	Household duties and sewing.	Homes found for them.
273	St. Joseph's Orphan Home	1-18	18	Members' dues and proceeds of festivals.	.....	Good homes found.
274	Preble County Children's Home .....			.....	.....	Returned to friends, placed in families, or transferred to other institutions.
275	Ebenezer Orphan Asylum	10-16	16	Contributions, endowment, and proceeds of farm.	Farming, housework, and sewing.	Employment is found.
276	Children's Home of Lawrence County	16	16	Appropriations	Housework and farming.	Good homes found.
277	Warren County Orphan Asylum and Children's Home.	Under 16.	16	County tax, donations, and endowment.	Housework, farming, &c.	Placed in homes.
278	Morgan County Children's Home.....	Under 16.	16	County appropriation .....	.....	Returned to friends, placed in families, or transferred to other institutions.
279	Richland County Children's Home.....			.....	.....	Adopted or indentured.
280	Washington County Children's Home	Under 16.	16	By taxation.....	General housework and farming.	Returned to friends, placed in families, or transferred to other institutions.
281	Union County Children's Home.....			.....	.....	Indigent or adopted.
282	Fairmount Children's Home.....	Under 16.	18	Appropriations	House duties and farming.	Adopted into families.
283	Home for Friendless Children	1-12	No limit	By charity .....	.....	Returned to friends, placed in families, or transferred to other institutions.
284	Licking County Children's Home.....	2-19		Taxation .....	.....	Returned to friends, placed in families, or transferred to other institutions.
285	Huron County Children's Home .....			.....	.....	Returned to friends, placed in families, or transferred to other institutions.
286	Meigs County Children's Home.....			.....	.....	Returned to friends, placed in families, or transferred to other institutions.
287	Seloto County Children's Home*	2-16	16	County taxation	Domestic work and gardening.	Given an outfit of clothing.
288	Noble County Children's Home.....			.....	.....	Returned to friends, placed in families, or transferred to other institutions.
289	Clarke County Children's Home	Under 16	16	County taxation	Gardening and housework.	Homes secured.
290	Citizen Hospital and Orphan Asylum	2-16	18	Labor of inmates	Housework and farming.	Clothing and money given.
291	German Evangelical Lutheran Orphan Asylum	2-14	14-18	Members' dues, contributions, and proceeds of farm.	Housework and farming.	Clothing given and employment provided.
292	Protestant Orphans' Home*	Boys, under 12; girls, no limit.		By subscriptions.....	.....	Adopted or returned to friends.

* From Report of the Commissioner of Education for 1892-'93.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for 1883-'84*—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
293 St. Vincent's Orphan Asylum.....	Under 12....	Boys, 12; girls, no limit.	Collections, contributions, industry of inmates, &c.	Domestic work, sewing, and fancy work.	Situations, homes, or trades.
294 Knoop Children's Home.....	Under 16....	16	By taxation.....	Farming, housework, and sewing.	
295 Children's Home.....					
296 Wayne County Children's Home.....					
297 Ohio Soldiers' and Sailors' Orphans' Home*	3-15	16	State appropriation.....	Domestic work, dressmaking, carpentry, farming, gardening, plumbing, tinning, printing, shoemaking, tailoring, telegraphy, engineering, and wood carving.	Returned to friends, placed in families, or transferred to other institutions.
298 The John McIntire Children's Home.....	3-12	No limit....	By endowment.....	None.....	Homes are found, good outfit and money given accordingly as each has contributed to the net earnings.
299 Children's Home (Ladies' Relief Society).....	Under 12....	Boys, 10....	Contributions and endowment.	None.....	Indentured until of age.
300 Home for Colored Children (Women's Christian Association of Pittsburgh and Allegheny).....	2-12	12	Contributions, collections, and board of children.	Domestic work and school duties.	Adopted or taken by parents. Placed in good homes.
301 House of the Good Shepherd.....	3	No limit....	Charity and labor of inmates....	House and laundry work, machine and hand sewing.	Given an outfit.
302 Pittsburgh and Allegheny Home for the Friendless.	Boys, under 8; girls, under 13.	Boys, 12....	Contributions and endowment....		Given an outfit.
303 Protestant Orphan Asylum of Pittsburgh and Allegheny.	Girls, 12; boys, 10.	12	Contributions and endowment....	Domestic work and trades	Indentured or returned to friends.
304 St. Joseph's Orphan Asylum.....	Under 12....	Boys, 12; girls, 18.	Board of children, collections, and donations.	Housework, knitting, and sewing.	Placed in homes or returned to friends.

805	St. Paul's Orphan Home	4-16	21	Charitable contributions.....	Farming, gardening, housework, printing, and shoemaking.	Business callings found, homes or trades provided.
306	White Hall Soldiers' Orphan School	Under 16	16	State appropriation	Farming, gardening, and housework.	Sent to friends.
307	Chester Springs Soldiers' Orphan School	Under 16	16	State appropriation	Farming and housework.	Returned to friends.
308	Dayton Soldiers' Orphan School	1-16	16	Appropriations	Domestic work, sewing, knitting, farming, gardening, and shoemaking.	Situations found.
309	Lutheran Concordia Orphans' Home	Under 12	Boys, 12	Voluntary contributions and appropriation.	General housework and sewing.	Employment or permanent homes provided.
310	Home for the Friendless	2-12	14	Contributions and labor of Sisters.	Dressmaking and tailoring.	Placed in good families; if not properly treated, may return to asylum.
311	St. Joseph's Orphan Asylum*	3-10	.....	Contributions.....	General housework, cane sewing, and gardening.	Suitable homes found or returned to friends.
312	Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church	Under 16	16	State appropriation	Farming and housework.	Homes found.
313	Harford Soldiers' Orphan School	5-18	13	Voluntary contributions.....	General housework, sewing.	Adopted or bound out.
314	Home for the Friendless*	Under 16	.....	Offerings of friends	Blacksmithing, domestic work, sewing, knitting, and shoemaking.	Homes provided.
315	Home for Orphans and Friendless Children	Under 16	16	State appropriation	Housekeeping duties	Indentured according to law.
316	Uniontown Soldiers' Orphan School	4-16	.....	By St. James parish	Farming and housework	Given to friends or put to trades.
317	Home for Friendless Children of the City and County of Lancaster	5-13	.....	Appropriation and contributions	Farming, gardening, housework, sewing, and shoemaking.	Given the supervisory care of the institution.
318	St. James Orphan Asylum	Under 16	16	State appropriation	Farming	
319	Tressler Orphans' Home	6-16	16	Appropriations	Farming, gardening, general housework, and sewing.	
320	McAlisterville Soldiers' Orphan School	5-15	16	State appropriation	Domestic, economy and horticulture.	Good situations secured.
321	Mansfield Soldiers' Orphan School	5-15	16	By endowment	Domestic work, baking, and farming.	Given education and homes secured.
322	Mercer Soldiers' Orphan School*	5-15	16	Appropriation	Domestic work, knitting, and sewing.	Placed in families or returned to friends.
323	Emaus Orphan House	5-12	15	Industry of the community	Sewing	None.
324	Mt. Joy Soldiers' Orphan School	6-16	16	By endowment	General housework, sewing, &c.	None.
325	Sisters of the Holy Humility of Mary	2-14	18	Voluntary contributions	Embroidery, housework, sewing, &c.	Given an outfit of clothing, \$25, and a trade or profession.
326	Almwell School Association	6-16	No limit	Endowment	Housework	Outfit of clothing and situation provided.
327	Baptist Orphanage	3-10	.....	Contributions and endowment .....	.....
328	Bethesda Children's Christian Home	2-8	No limit	.....	.....
329	Burd Orphan Asylum of St. Stephen's Church	4-8	18	.....	.....
330	Church Home for Children*	3-	.....	.....	.....

* From Report of the Commissioner of Education for 1882-'83.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for 1883-'84*—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
231 The Educational Home.....	5-9	16	Endowment.....	None.....	Returned to friends.
232 Girard College for Orphans.....	6-10	14-18	By endowment.....	Working in iron, baking, carpentry, gardening, and shoemaking.	Given an outfit of clothing worth \$50 and indentured to trades.
233 Jewish Foster Home and Orphan Asylum.....	4-10	14	Contributions.....	Trades and other employments.	Provided with situations.
234 Lincoln Institution.....	8-20	.....	State appropriation.....	Housework, sewing, making artificial flowers, mechanical drawing, wood and iron work.	Find situations when 16 years old.
235 Northern Home for Friendless Children and Associated Institute for Soldiers and Sailors' Orphans.	3-12	.....	Appropriation and contribution.....	.....	.....
236 Philadelphia Orphan Asylum.....	Boys, under 6; girls, under 8.	Boys, 12; girls, 14.	Donations, endowment, and subscriptions.	.....	Bound for a term of years, with privilege to learn a trade.
237 Presbyterian Orphanage in the State of Pennsylvania.	3-9	12-14	Voluntary contributions.....	.....	Suitable homes found.
238 "The Shelter" for Colored Orphans.....	14-8	10	Contributions and legacies.....	.....	Placed in families, to be trained to usefulness; boys, until 19; girls, until 18.
239 Southern Home for Destitute Children.....	2-12	.....	Contributions.....	None.....	Adopted or placed in homes.
240 Western Home for Poor Children*.....	Under 10.....	12-24	Contributions and interest on endowment and board.	Housework and sewing.....	Indentured or returned to friends.
241 St. Michael's Orphan Asylum.....	Under 12.....	14	Contributions and endowment.....	None.....	Indentured until 21.
242 Benevolent Association Home for Children.	4-12	No limit.....	Voluntary contributions.....	.....	.....
243 St. Catharine's Female Orphan Asylum*.....	2-12	No limit.....	Voluntary contributions.....	General housework and sewing.	Comfortable homes provided.
244 Orphans' Home of the Evangelical Lutheran Church.	Under 10.....	18	Church contributions.....	Gardening and general housework.	Return to friends, remain in the home, or go to service.
245 St. Patrick's Orphan Asylum*.....	4-8	No limit.....	Contributions, &c.....	.....	Placed in good families.
246 St. Vincent's Orphan Asylum.....	1-12	Boys, 12; girls 18.	Contributions.....	Housework and sewing.....	Indentured or returned to friends.

347	Allegheny County Home	No limit	County tax	None	Indentured and furnished with two suits of clothing.
348	Bethany Orphan Home	0-14	Church contributions	Gardening, farming, housework, and sewing.	Indentured.
349	Children's Home for Borough and County of York	2-11	Board of soldiers' orphans paid by State, donations, and subscriptions.	General house duties and sewing and farming.	Born in families until 18, then given \$25 and two suits of clothing; soldiers' orphans returned to mothers at 16.
350	Orphans' Farm School	2-10	Contributions	None	Placed at trades.
351	Bristol Home for Destitute Children*	2-10	Contribution and endowment	Housework and sewing	Suitable homes provided.
352	St. Mary's Orphanage	Under 12	Contributions and subscriptions	Housework and sewing	Homes found or placed at service.
353	Home for Friendless and Destitute Children	Under 12	Subscriptions, donations, income from fund, and small payments for board	Housework and sewing	Provided with good homes or means of support.
354	Children's Friend Society*	Under 12	By contribution and bequests	Housework and sewing	Homes found for them.
355	Providence Association for the Benefit of Colored Children	3-10	Contributions	None	Placed in families or returned to friends.
356	St. Aloysius Orphan Asylum	2-12	Boys, 13; girls, no limit	Contributions	Placed in families, returned to friends, or sent to other institutions.
357	Holy Communion Church Institute	8-21	Board and donations	Drawing	Assisted in college.
358	Thornwell Orphanage	7-13	Contributions, endowment, and labor of inmates	Domestic work, laundry work, sewing, bracket sawing, farming, painting and printing	Assisted in finding situations.
359	Church Orphans' Home*	Under 14	Church contributions	Domestic work, laundry work, and sewing	Good homes are provided.
360	Nashville Protestant Orphan Asylum	Boys, under 14; girls, 14	Donations and subscriptions	Domestic work	Adopted or placed in good homes.
361	Texas Christian Orphan Home and School	No limit	By contributions	General housework and cane sewing	Indentured or adopted.
362	Home for Destitute Children	1-12	Voluntary contributions	Domestic work, sewing, and farming	Placed in good homes.
363	Providence Orphan Asylum*	2-10	Contributions by church	Sewing and knitting	Given an outfit of clothing and indentured.
364	St. Joseph's Orphan Asylum	4-9	Endowment	Domestic work, gardening, care of stock, &c.	Bound out in good homes until 18.
365	Jackson Orphan Asylum	5-12	By charity	Domestic work, sewing, and use of machine	
366	Portsmouth Orphan Asylum	4-12	By endowment	Domestic work, sewing, knitting, fancy needlework, &c.	Good outfit of clothing and a home.
367	St. Joseph's Orphan Asylum*	5-10	Voluntary contributions	Kitchen and laundry work, sewing, farming, and gardening	Privilege of returning to the home in sickness.
368	St. Paul's Church Home	Under 12	Voluntary contributions		
369	St. Mary's Orphan Asylum				
370	Northwestern Orphans' Home				

* From Report of the Commissioner of Education for 1882-'83.

a This institution is incorporated with Add Ran College, using the same buildings and library, and children are taught in the college.

TABLE XXII.—PART I.—*Statistics of homes and asylums for orphan or dependent children for 1883-'84*—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
371 St. Joseph's Orphan Asylum	Under 16...	.....	Donations, board of inmates, proceeds of farm, &c.	Domestic work, gardening and sewing.	An outfit and home.
372 St. Michael's Male Orphan Asylum	2-13	13	By private charity	Light housework	Adopted, indentured, or returned to friends.
373 Milwaukee Orphans' Asylum	2-10	12	By contributions	.....	.....
374 St. Joseph's Asylum	.....	No limit	Voluntary contributions	General domestic duties, sewing, embroidery, &c.	Situations are found for them.
375 St. Rose's Orphan Asylum	.....	.....	Collections	Housework and gardening.	Provided with good homes and an outfit.
376 St. Casimir Polish Bohemian Orphan Asylum	5-12	.....	Endowment	Domestic work, farming, sewing, and care of stock.	Adopted or situations found.
377 Taylor Orphan Asylum*	2-12	.....	Contributions and donations	Gardening	Bound in respectable families or to mechanics, farmers, or merchants.
378 St. Emilian's Orphan Asylum	2-10	10-15	Subscriptions and donations	.....	Placed in homes or at trades.
379 The Church Orphanage	.....	.....	Voluntary contributions	Housework, knitting, and sewing.	Good homes secured.
380 German Orphan Asylum*	2-14	.....	Appropriation, contributions, and members' dues.	.....	Homes found for them.
381 National Home for Destitute Colored Women and Children.	3-12	12	Contributions	Domestic work, sewing, stenography, and type writing.	.....
382 St. Joseph's Orphan Asylum	5-14	Boys, 14; girls, 18.	Endowment	.....	.....
383 Washington City Orphan Asylum	Under 14...	.....	Appropriation	Housework, farming, and sewing.	Assisted in college.
384 Cherokee Orphan Asylum	8-14	.....	Appropriation and contribution	.....	.....
385 Choctaw Orphan School	6-12	16	.....	.....	.....
386 St. Vincent's Asylum and Industrial Home.	2-18	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1882-'83.

TABLE XXII. — PART 1. — Statistics of homes and asylums for orphan or dependent children for 1883-'84 — Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
				Sex.		Race.		Parent- age.		Orphanage.				Instruction: number taught—				Number of volumes.	Increase in the last school year.	
				Male.	Female.	White.	Colored.	Native.	Foreign.	Orphan.	Half orphan.	Foundling.	Reading.	Writing.	Arithmetic.	Drawing.	Music.			
I	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
Catholic Male Orphan Asylum	\$0 00			35		35	0	20	15	35			35	25	35					
Church Home for Orphan Boys				13		13		11	13	13			13	12	12					
Church Home for Orphan Girls				37		37		31	6	37			37	37	37			3		
Protestant Orphan Asylum	6,000	\$3,800	\$3,800	32	30	62	0	28	3	13			1	50	30	0	1	0		
Orphans' Home of the Synod of Alabama	2,500	3,000	2,950	22	18	40		38	2	19	16	5	32	32	31			200	10	
Los Angeles Orphans' Home		4,833	4,252	18	11								(a)	(a)	(a)	(a)	(a)			
Ladies Relief Society		13,020	13,637	39	25	64		33	31	4	29	0	(a)	(a)	(a)	(a)	64			
Boys' and Girls' Aid Society	0	7,144	6,265	52	8	59	1	7	53	9	23	2	57	25	40		31	1,400	360	
Chinese and Japanese Mission of the M. E. Church			2,000															150	100	
Pacific Hebrew Orphan Asylum and Home Society	171,556	20,162	19,742	37	40	86		2	84	19	67	0	(a)	(a)	(a)	(a)	(a)	400		
San Francisco Roman Catholic Female Orphan Asylum		27,724	30,537	35	4	453	3	153	300	100	318	35	400	350	350		10			
Woman's Union Mission to Chinese Women and Children	0	1,000	1,000	35	4			26	13				40	40	30		40	0		
Home of Benevolence		4,000	3,500	16	22	38	0	33		3	35		38	29	20	20	0	50		
St. John's Orphan Asylum	0	4,975	4,193	57	33	27	37	20	8	49			30	40	30	20	5			
St. Vincent Orphan Asylum		7,728	7,728	48		48	0	29	19	13	35		42	42	42	30	40	276	8	
Santa Cruz Female Orphan Asylum		23,561	23,684	82	62	144		109	35	12	132		113	79	134	144	240	0		
Good Templars' Home for Orphans	1,328	8,972	10,964	96	0	96	0	33	63	20	76	0	87	68	64					
Pajaro Vale Orphan Asylum		3,000	3,000	16	18	34	0	20	14	11	23	0	34	32	31	0	0	0	0	
Bridgeport Protestant Orphan Asylum	20,000	3,000	3,000	16	18	34	0	20	14	11	23	0	34	32	31	0	0	500	50	
Harford Orphan Asylum	100,000	12,000	12,000	50	30	79	1						(a)	(a)	(a)	(a)	(a)	600		
St. Catherine's Orphan Asylum		6,000	6,000	45	45	45	0	20	25	45	8	2	42	40	40	35	40	80	30	
St. James Asylum				40																
Home for the Friendless		4,121	2,821																	
New Haven Orphan Asylum	40,000	18,065	16,401	83	44	115	12	74	53	11	64	10	107	107	107	0	107	350	0	
Home for Friendless and Destitute Children	30,000	7,658	6,955	30	25	55							36	36	36	36	36			
St. Peter's Female Orphan Asylum				54				53	1	54			39	50	50	20	40			

* From Report of the Commissioner of Education for 1882-'83.

a Children attend public school.

b The central station of this mission, which is at San Francisco, includes a mission school and an asylum for Chinese women and girls; there are branch stations at San Jose, Oakland, Sacramento, and Chico. The statistics here given are for the mission asylum only.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for 1883-'84*—Continued.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.									
					Sex.	Race.		Parent's age.	Orphanage.			Instruction taught—	Number of volumes.	Increase in the last school year.										
						Male.	Female.		White.	Colored.	Native.					Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33						
103	Boston Asylum and Farm School for Indigent Boys.....	\$177,022	\$13,500	\$13,500	100	0	100	0	94	6	33	51	0	100	100	100	100	600	20					
104	Boston Female Asylum.....	255,000	13,500	15,500	0	85	85	0	42	43	10	61	---	73	73	73	0	73	0					
105	Children's Friend Society.....	18,770	10,077	8,713	21	(28)	83	28	---	---	---	83	---	60	48	48	---	60	---					
106	Children's Mission to the Children of the Destitute in the City of Boston.*																							
107	Church Home for Orphan and Destitute Children*	75,000	10,000	10,000	50	50	100	---	---	---	33	67	---	(a)	(a)	(a)	(a)	---	---					
108	House of the Angel Guardian.....	0	24,749	24,747	190	0	190	0	150	10	24	80	0	190	190	100	0	100	0					
109	Dr. Martin Luther Orphans' Home.....	3,062	3,017	3,017	25	16	38	3	---	---	---	---	---	33	33	33	10	---	---					
110	St. Vincent's Orphan Asylum.....	0	12,064	11,385	0	165	165	0	60	86	78	60	20	140	140	140	---	6	---					
111	Wesleyan Home for Orphan and Destitute Children.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
112	St. John's Home.....	---	---	---	8	9	17	---	2	17	65	21	3	61	50	43	---	60	---					
113	Proctery of Mary Immaculate*.....	---	5,300	5,500	36	62	98	---	---	---	---	---	---	---	---	---	---	---	---					
114	Orphanage of St. Margaret's Sisterhood.....	---	---	---	17	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
115	St. Mary's Orphanage*.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
116	Children's Aid Society*.....	---	---	600	---	4	4	---	4	---	---	---	---	---	---	---	---	---	---					
117	New Bedford Orphans' Home.....	82,171	7,964	4,434	12	13	25	0	19	6	1	10	3	15	10	10	10	400	---					
118	Rebecca Pomroy Newton Home for Orphan Girls.....	5,000	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
119	Massachusetts State Primary School.....	0	54,000	54,000	257	10	336	41	---	---	---	---	---	---	---	---	---	850	---					
120	City Orphan Asylum.....	0	6,000	6,000	38	42	80	0	65	15	36	44	0	58	46	46	0	---	---					
121	Scammon's Orphan and Children's Friend Society.....	75,000	7,973	5,669	13	44	55	2	---	---	---	---	---	---	---	---	---	---	---					
122	Children's Home.....	9,476	20,523	5,300	15	22	47	0	32	15	4	10	---	(a)	(a)	(a)	(a)	---	---					
123	Orphans' Home, Children's Friend Society.....	20,000	3,534	3,516	14	16	0	---	1	39	0	29	0	(a)	(a)	(a)	(a)	---	---					
124	State Public School.....	33,000	39,000	39,000	25	37	252	10	181	81	98	68	0	226	226	115	35	262	1,300					
125	Home for the Friendless.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	200					
126	St. Anthony's Male Orphan Asylum*.....	---	4,186	4,242	94	---	93	1	---	---	---	---	---	---	---	---	---	---	25					
127	St. Luke's Hospital and Church Home and Orphanage.....	---	---	---	7	14	---	---	---	---	---	---	---	---	---	---	---	---	---					
128	St. Vincent's Orphan Asylum.....	0	8,063	8,816	31	135	166	0	28	6	2	31	---	(a)	(a)	(a)	(a)	---	---					
129	Home for the Friendless and Industrial School.....	---	---	---	17	17	34	---	---	---	---	---	---	---	---	---	---	---	---					
130	Children's Home.....	---	---	---	15	15	15	---	---	---	---	---	---	---	---	---	---	---	---					
131	St. Joseph's Orphan Asylum.....	6,000	1,000	4,200	10	40	60	---	5	35	2	38	0	30	30	15	0	---	---					

	0	5,560	1,055	17	17	16	1	2	15	35	15	15
132 St. Mary's Orphan Asylum	0	5,560	1,055	17	17	16	1	2	15	35	15	15
133 Danish-Norwegian Orphan House	0	3,000	2,500	22	29	51	0	25	25	0	30	30
134 St. Joseph's German Catholic Orphan Asylum	11,000	3,000	3,000	25	10	35	6	19	15	2	33	30
135 St. Paul Protestant Orphan Asylum*	2,400	3,000	3,000	32	7	33	39	5	14	0	32	32
136 Lutheran Orphans' Home	0	4,502	4,498	39	0	22	17	21	17	21	37	32
137 D'Evereux Hall	0	12,000	12,000	66	0	0	0	29	30	39	80	40
138 St. Mary's Orphan Asylum	10,000	6,000	6,000	84	84	84	5	75	17	63	65	65
139 Female Orphan School	0	6,000	6,000	40	40	40	35	2	25	20	20	0
140 Evangelical Lutheran Orphans' Home and Asylum	0	20,000	20,000	40	40	40	35	2	25	20	20	0
141 Catholic Protectorate of St. Louis	0	14,079	14,079	121	121	121	30	91	63	43	121	121
142 Children's Home of the Woman's Christian Association	0	4,435	3,755	22	25	47	7	36	37	26	44	44
143 St. Joseph's Roman Catholic Orphan Asylum*	0	0	0	103	103	103	0	0	0	0	0	0
144 Episcopal Orphans' Home	20,000	0	0	140	140	140	0	0	0	0	0	0
145 German General Protestant Orphan Home	0	0	0	140	140	140	0	0	0	0	0	0
146 German St. Vincent's Orphan Asylum	0	0	0	140	140	140	0	0	0	0	0	0
147 House of the Good Shepherd (Class of Preservation)*	0	0	0	140	140	140	0	0	0	0	0	0
148 Methodist Orphans' Home	14,079	4,435	3,755	22	25	47	7	36	37	26	44	44
149 St. Bridget's Half-Orphan Asylum*	0	0	0	140	140	140	0	0	0	0	0	0
150 St. Joseph's Convent of Mercy	0	0	0	140	140	140	0	0	0	0	0	0
151 St. Joseph's Male Orphan Asylum	0	0	0	140	140	140	0	0	0	0	0	0
152 St. Mary's Female Orphan Asylum	0	0	0	140	140	140	0	0	0	0	0	0
153 Central Wesleyan Orphan Asylum*	0	0	0	140	140	140	0	0	0	0	0	0
154 St. Louis Protestant Orphan Asylum	30,000	2,679	2,783	18	14	32	0	1	31	10	13	25
155 St. Mary's Orphan Asylum	0	0	0	140	140	140	0	0	0	0	0	0
156 State Orphans' Home	0	0	0	140	140	140	0	0	0	0	0	0
157 Orphans' Home	0	0	0	140	140	140	0	0	0	0	0	0
158 New Hampshire Orphans' Home	10,300	3,227	3,231	17	14	30	1	30	1	15	16	20
159 Chase Home for Children	12,000	2,500	2,500	20	10	30	0	10	10	8	8	0
160 Garden Home for Friendless Children	7,000	2,500	4,800	30	24	51	0	10	44	18	33	38
161 Children's Friend Society	0	0	0	140	140	140	0	0	0	0	0	0
162 Union Association of the Children's Home of Burlington County	50,941	2,450	1,922	55	42	97	53	44	38	59	39	89
163 Newark Orphan Asylum ^f	33,861	6,804	6,235	30	35	73	69	6	20	55	67	67
164 St. Peter's Asylum	100,000	27,853	27,853	171	119	233	0	100	193	269	300	175
165 Falconer Orphan Asylum Association	0	0	0	17	17	17	13	4	10	7	17	17
166 St. Mary's Orphan Asylum	0	0	0	17	17	17	13	4	10	7	17	17
167 Albany Orphan Asylum	0	0	0	17	17	17	13	4	10	7	17	17
168 Orphans' Home of St. Peter's Church*	0	0	0	17	17	17	13	4	10	7	17	17
169 St. Vincent's Female Orphan Asylum	25,000	12,046	11,983	122	0	122	0	85	100	52	193	196
170 St. Vincent's Male Orphan Asylum	0	0	0	17	17	17	13	4	10	7	17	17
171 Cayuga Asylum for Destitute Children	0	0	0	17	17	17	13	4	10	7	17	17
172 Davenport Female Orphan Institute	0	0	0	17	17	17	13	4	10	7	17	17
173 St. Mary's Catholic Orphanage	0	0	0	17	17	17	13	4	10	7	17	17
174 Susquehanna Valley Home	0	0	0	17	17	17	13	4	10	7	17	17
175 Convent of the Sisters of Mercy	22,000	69,949	69,949	67	32	73	11	84	8	28	70	50
176 Home for Destitute Children ^g	62,750	28,830	29,930	163	75	302	0	19	109	139	100	139
177 Orphan Asylum Society of the City of Brooklyn	0	37,056	33,586	169	103	302	0	90	212	52	250	0

^g From Report of the Commissioner of Education for 1882-'83. ^e These statistics are for the year ending December, 1882. ^g Besides the home there are 5 industrial schools belonging to the Brooklyn Industrial School Association.

^f The Newark Orphan Asylum Association has several auxiliary societies.

^a Children attend public school.

^b Average number.

^c Average daily attendance.

204	Hebrew Sheltering Guardian Society.	24,480	28,000	1118	1225	0	43	136	16	48	0	138	138	75	128	138	325	25
205	Home for the Friendless American Female Guardian Society	81,957	80,631	66	79	189	0	136	16	48	0	138	138	75	128	138	680	50
206	Hospital of New York Society for the Relief of the Ruptured and Crippled.	44,820	44,820	96	83	185	0	136	16	48	0	138	138	75	128	138	680	50
207	Howard Mission and Home for Little Wanderers.	22,580	21,244	1	0	1	0	127	167	59	181	0	219	210	180	124	86	0
208	Ladies' Deborah Nursery and Child's Protective.	21,787	21,684	168	126	294	0	127	167	59	181	0	219	210	180	124	86	0
209	Ladies' Home Missionary Society (Five Points Mission).	28,658	17,975	64	40	104	0	127	167	59	181	0	219	210	180	124	86	0
210	Leake and Watts Orphan House.	18,000	18,000	121	70	263	0	127	167	59	181	0	219	210	180	124	86	0
211	New York Society for the Prevention of Cruelty to Children.	18,000	18,000	121	70	263	0	127	167	59	181	0	219	210	180	124	86	0
212	Orphan Asylum Society of the City of New York.	18,959	19,168	73	75	148	0	127	167	59	181	0	219	210	180	124	86	0
213	Orphans' Home and Asylum of the Protestant Episcopal Church.	18,959	19,168	73	75	148	0	127	167	59	181	0	219	210	180	124	86	0
214	Roman Catholic Orphan Asylum.	(d)	(d)	0	372	371	1	123	219	103	269	0	292	292	372	10	---	---
215	Roman Catholic Orphan Asylum.	e107,763	e104,242	388	0	388	0	176	272	75	313	0	361	217	310	128	---	---
216	Roman Catholic Orphan Asylum.	(d)	(d)	0	114	114	0	11	109	55	59	0	112	110	112	418	58	---
217	St. James' Home.	70,000	78,844	207	130	337	0	18	109	33	85	3	102	162	102	4	230	---
218	St. Joseph's Asylum in the City of New York.	62,420	78,844	207	130	337	0	18	109	33	85	3	102	162	102	4	230	---
219	St. Stephen's Home for Children.	43,325	43,625	239	206	504	1	478	27	187	318	0	493	408	408	53	10	250
220	St. Vincent de Paul Orphan Asylum.	26,005	25,713	50	99	106	0	52	114	5	115	0	166	166	166	146	166	50
221	The Sheltering Arms.	60,902	31,638	30,115	74	92	106	52	114	5	115	0	166	166	166	146	166	50
222	The Society for the Relief of Half-Orphan and Destitute Children.	20,500	4,000	17	19	35	1	18	18	4	25	0	30	30	30	32	250	20
223	Oswego Orphan Asylum.	3,400	(d)	102	0	102	0	63	39	0	99	99	0	0	0	0	500	100
224	Roman Catholic Orphan Asylum.	(d)	(d)	102	0	102	0	63	39	0	99	99	0	0	0	0	500	100
225	Home for the Friendless of Northern New York.	6,741	2,214	19	23	42	0	25	0	36	27	20	0	0	0	0	---	---
226	West Chester Temporary Home for Destitute Children.	2,939	4,533	49	16	51	11	1	1	1	1	1	1	1	1	1	---	---
227	St. Mary's Orphan Asylum.	2,939	2,929	24	17	41	0	1	37	3	30	30	30	30	30	30	0	50
228	Poughkeepsie Orphan House and Home for the Friendless.	38,200	4,980	16	15	31	0	3	28	0	16	0	24	24	20	20	1	20
229	Western New York Home for Homeless and Dependent Children.	500	3,282	12	6	15	3	18	2	16	18	12	12	12	12	12	---	---
230	Church Home of the Protestant Episcopal Church.	7,142	4,614	(43)	42	1	1	2	2	2	2	2	2	2	2	2	43	---
231	New York State Children's Home Association.	0	91,508	73	22	97	4	15	86	5	55	12	57	57	57	57	1,100	150
232	Rochester Orphan Asylum.	21,000	11,900	73	22	97	4	15	86	5	55	12	57	57	57	57	1,100	150
233	St. Joseph's German Orphan Asylum.	0	11,962	42	47	89	0	28	61	31	58	70	60	56	8	7	---	---
234	St. Mary's Orphan Boys' Asylum.	0	12,531	42	47	89	0	28	61	31	58	70	60	56	8	7	---	---
235	St. Patrick's Female Orphan Asylum.	6,183	6,183	89	89	89	0	125	5	90	40	100	100	100	100	100	---	---
236	St. Johnland.	1,694,010	782,259	(2290)	13	13	2	11	4	3	7	10	6	8	8	8	225	---
237	Madison County Children's Home.	12,100	2,048	9	6	13	2	11	4	3	7	10	6	8	8	8	225	---
238	Home for Destitute Children of New York City (Mt. Loretto).	53,000	11,209	98	50	138	36	52	96	1	126	126	80	80	148	430	10	---
239	German Evangelical Lutheran Orphan Asylum.	0	10,877	88	116	114	2	83	28	46	70	114	114	114	98	---	---	---
240	Grandage County Orphan Asylum.	0	13,173	12,294	174	174	0	163	9	30	144	140	140	140	140	140	---	---
241	St. Joseph's Asylum and House of Providence.	0	13,173	12,294	174	174	0	163	9	30	144	140	140	140	140	140	---	---
242	St. Vincent de Paul's Asylum and School.	0	13,173	12,294	174	174	0	163	9	30	144	140	140	140	140	140	---	---
243	St. Vincent Female Orphan Asylum.	0	13,173	12,294	174	174	0	163	9	30	144	140	140	140	140	140	---	---

* From Report of the Commissioner of Education for 1882-'83. e These amounts are the total receipts and expenditures of the four institutions under the control of the board of managers of the Roman Catholic Orphan Asylum in the City of New York.

b Included in report of St. John's Home.

c Includes 44 adults.

d See Roman Catholic Orphan Asylum, number 215, of this table.

f Number of abandoned children.

g From January, 1882, to May, 1884.

h For all departments of the Society of St. Johnland.

i Number during the year in the homes for boys and girls.

j Also four Indians.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1883-'84.—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.	
				Sex.	Race.	Parent- age.	Orphanage.			Instruction: number taught—				Number of volumes.	Increase in the school year.
							Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.	
				Male.	White.	Colored.	Native.	Foreign.							
244		\$18,659	\$18,425	342	340	2	71	271	56	251	625	306	228	55	120
245	Troy Catholic Male Orphan Asylum	23,293	22,329	48	87	1	41	47	7	53	223	80	80	80	369
246	House of the Good Shepherd*	9,000	4,124	20	19	39	0	25	13	4	19	0	13	12	0
247	Utica Orphan Asylum*	144,931	15,709	70	50	113	7	100	20	8	93	0	110	53	53
248	Thomas Asylum for Orphan and Destitute Indian Children	0	11,686	53	51	0	0	104	0	104	104	104	104	104	0
249	Jefferson County Orphan Asylum*			16	8	19	5								
250	Society for Relief of Destitute Children of Seamen*			68	35	103	47	56	16	75					
251	St. Joseph's Male Orphan Asylum		7,277	93	95				24	66	5	93	80	80	12
252	St. Coleman's Industrial School and Orphan Asylum						0	150	0	78	72	0	150	125	42
253	Orphan Asylum		15,000	76	74	150	0								50
254	Albany County Children's Home		12,733	(670)											
255	Beldmont Children's Home		13,422			75	11								60
256	German Methodist Orphan Asylum		11,500	53	33	49	0								69
257	German Methodist Orphan Asylum		4,450	30	19										30
258	Tuscarawas County Children's Home		7,000	7	925	(652)									
259	Cincinnati Orphan Asylum		12,000	60	58	118	0	87							
260	Class of Preservation, Convent of the Good Shepherd		1,000	0	50	50	0	5	45	12	29	0	39	30	0
261	German General Protestant Orphan Asylum		27,911	60	61	124	0	2	122	74	50	0	95	95	95
262	St. Aloysius Orphan Asylum		25,000	140	90	230	0	29	201	150	80		130	170	30
263	St. Peter's and St. Joseph's Orphan Asylum		1,309	16,000	233	128	331	0	343	7	250	100	0	5	200
264	Pickaway County Children's Home		8,984	629	617										
265	Cleveland Protestant Orphan Asylum		17,066	53	35	80	5	70	15	25	63		45	30	20
266	Jewish Orphan Asylum, I. O. B. B.		41,000	174	127	301	0	263	35	46	293	66	331	391	301
267	St. Joseph's Orphan Asylum			140		140	0						120	100	100
268	St. Mary's Orphan Asylum		11,347	260	101	101	0						101	101	101
269	St. Vincent's Male Orphan Asylum		25,000	118	46	145	19	0	26	234	78	150	0	299	130
270	Franklin County Children's Home		0	72	0	72	0	53	22						0
271	St. Joseph's Orphan Asylum*		12,000	96	109	204	1	90	115	75	130	0	173	150	155
272	Montgomery County Children's Home		12,000	70	40	106	4						2	(d)	(d)
273	St. Joseph's Orphan Home		0	11	13	24	0						0	18	18

[illegible]

f Also 12 old ladies in the home.

o Average daily attendance.

o Average daily attendance.

o Average daily attendance.

*From Report of the Commissioner of Education for 1882-'83.

* From Report of the Commission on

* From Report

TABLE XXII.—PART I.—Statistics of homes and asylums for orphan or dependent children for 1882-'84—Continued.

Name.	Amount of permanent fund	Income.	Expenditure.	Present inmates.										Library.					
				Sex.	Race.		Parent- age.		Orphanage.		Instruction; number taught—				Number of volumes.	Increase in the last school year.			
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.				Reading.	Writing.	Arithmetic.	Drawing.	Music.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Tressler Orphans' Home*	\$0	\$12,000	\$12,000	86	51	137	0	137	0	137	0	137	0	137	137	137	137	137	800
McAlisterville Soldiers' Orphan School		\$27,000	\$27,000	122	91	213	0	213	0	213	0	213	0	213	213	213	213	213	300
Mansfield Soldiers' Orphan School				80	58	138	0	138	0	138	0	138	0	138	138	138	138	300	75
Mercer Sold or's Orphan School*		40,000	40,000	176	115	291	0	291	0	291	0	291	0	291	291	291	291	291	50
Emma's Orphan House		8,000	7,500	20	13	33	0	33	0	33	0	33	0	33	33	33	33	200	0
Mt. Joy Soldiers' Orphan School				177	99	272	4	276	31	245	2	31	245	276	276	276	276	500	0
Sisters of the Holy Humility of Mary	0			6	25	32	0	15	16	1	31	0	28	16	26	0	1	3,050	0
Amwell School Association	24,000	2,500	2,480	14	9	23	0	23	0	23	0	23	0	23	23	23	23	100	0
Baptist Orphanage				80	80	160	0	160	0	160	0	160	0	160	160	160	160	4,000	0
Bethesda Children's Christian Home	50,000	18,500	18,500	14	9	23	0	23	0	23	0	23	0	23	23	23	23	100	0
Burd Orphan Asylum of St. Stephen's Church	430,000	16,295	15,612	60	60	120	0	120	0	120	0	120	0	120	120	120	120	60	100
Church Home for Children*	330			98	98	196	0	196	0	196	0	196	0	196	196	196	196	40	60
The Educational Home		23,649	22,531	148	148	296	0	296	0	296	0	296	0	296	296	296	296	148	700
Grand College for Orphans	332	949,380	474,775	1,132	36	21	1,132	0	1,132	0	566	5	566	566	566	566	566	8,512	825
Jewish Foster Home and Orphan Asylum	333	13,175	12,630	84	84	168	0	168	0	168	0	168	0	168	168	168	168	81	60
Lincoln Institution	334			264	264	528	0	528	0	528	0	528	0	528	528	528	528	418	448
Northern Home for Friendless Children and Asso-	335	55,607	55,660	292	156	448	0	448	0	448	0	448	0	448	448	448	448	448	448
ciated Institute for Soldiers' and Sailors' Orphans,				37	53	90	0	90	0	90	0	90	0	90	90	90	90	300	60
Philadelphia Orphan Asylum	336	8,407	7,930	28	33	61	0	61	0	61	0	61	0	61	61	61	61	45	45
Presbyterian Orphanage in the State of Pennsyl-	337	0					64	0	64	0	64	0	64	0	64	0	64	0	0
vania.																			
"The Shelter" for Colored Orphans	338	\$8,989	\$7,212	36	28	0													
Salem Home for Destitute Children	339			45	30	75	0	75	0	75	0	75	0	75	75	75	75	253	0
Western Home for Poor Children*	340	15,000	5,054	41	30	71	0	71	0	71	0	71	0	71	71	71	71	2	0
St. Michael's Orphan Asylum	341	0	3,022	1,777	11	4	15	1	15	9	6	0	0	0	(c)	(c)	(c)	2	0
St. Michael's Association Home for Children	342	580	668	4	5	8	1	8	1	8	1	25	0	0	(c)	(c)	(c)	7	0
Benevolent Association Home for Children	343			27	10	1	25	0	25	0	25	0	25	0	25	25	25	35	35
St. Catherine's Female Orphan Asylum*	344			27	10	1	25	0	25	0	25	0	25	0	25	25	25	14	14
Orphans' Home of the Evangelical Lutheran Church	345			4	23	27	0	27	0	27	0	27	0	27	27	27	27	15	15
St. Patrick's Orphan Asylum*	346			17	23	40	0	40	0	40	0	40	0	40	40	40	40	22	22
St. Vincent's Orphan Asylum	347	12,534	10,175	102	77	179	0	179	0	179	0	179	0	179	179	179	179	149	149

TABLE XXII.—PART 2.—*Statistics of infant asylums for 1883-'84.*

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of nurses and other employes.		Total number of inmates received since foundation.
						Male.	Female.	
1	1	2	3	4	5	6	7	8
1 St. Joseph's Infant Orphan Asylum*	San Francisco, Cal. (210 Hayes street).	.....	.....	Sisters of Charity	R. C.	.....	12	.....
2 Sisters of the Holy Family*	San Francisco, Cal. (Powell street).	.....	.....	Sisters of the Holy Family	R. C.	.....	.....	.....
3 Chicago Foundlings' Home	Chicago, Ill. (114 South Wood street).	1872	1871	George E. Shipman, M. D.	Non-sect.	.....	31	5,000
4 Infant Asylum	Chicago, Ill. (cor. Superior and La Salle streets).	.....	.....	Sister M. Julia, sister servant	R. C.	.....	.....	.....
5 Infant Foundling Asylum	Covington, Ky. (Eleventh street).	.....	.....	Sisters of the Poor of St. Francis	R. C.	.....	.....	.....
6 St. Vincent's Infant and Foundling Asylum	Louisville, Ky.	.....	1868	Sister Charisetta, sister servant.	R. C.	.....	.....	.....
7 St. Vincent's Infant Asylum*	New Orleans, La. (Magazine street).	.....	.....	Sister Mary Agnes, sister servant	R. C.	.....	14	.....
8 Nursery and Child's Hospital.	Baltimore, Md. (cor. Franklin and Schroeder streets).	.....	.....	Miss Jane Berkshire, matron	.....	.....	.....	.....
9 St. Elizabeth's Home for Colored Infants*	Baltimore, Md. (St. Paul st.).	1882	1876	Rev. Mother Winfride	R. C.	.....	2	200
10 St. Vincent's Infant Asylum	Baltimore, Md. (cor. Townsend and Division streets).	1857	1856	Sister Maria	R. C.	.....	25	3,600
11 Day Nursery	Boston, Mass. (39 N. Beacon street).	.....	1867	Mrs. H. S. Caswell	.....	.....	.....	.....
12 Massachusetts Infant Asylum a	Boston, Mass. (Boylston Station).	.....	1867	Miss Elizabeth Clapp, matron	Non-sect.	.....	.....	1,300
13 St. Mary's Infant Asylum	Boston, Mass. (Everett avenue, Dorchester district).	.....	.....	Sister Mary, sister servant.	R. C.	.....	6	.....
14 Detroit Nursery and Kindergarten	Detroit, Mich.	.....	1883	Mrs. E. C. Preston, president	.....	.....	.....	.....
15 House of Providence	Detroit, Mich. (187 Elizabeth street).	1872	1869	Sister M. Stella, sister servant	R. C.	.....	.....	.....
16 Woman's Hospital and Foundlings' Home	Detroit, Mich.	.....	1869	Mrs. James F. Joy, president.	Non-sect.	.....	14	1,420
17 Babies' Nursery	Albany, N. Y.	.....	.....	Mrs. Eugenie Warner, matron	Non-sect.	0	15	1,118
18 Brooklyn Nursery	Brooklyn, N. Y. (396 Herkimer street).	(b)	1871	Mrs. Eugenie Warner, matron	Non-sect.	.....	.....	.....

19	Day Nursery of the Brooklyn Children's Aid Society.	Brooklyn, N. Y.	1855	1881	Mrs. Sarah G. Thompson, matron.	Non-sect.	.....
20	Home Nursery of the Industrial School Association.	Brooklyn, N. Y. (Sterling Place, bet. Flatbush and Vanderbilt avenues).	1855	1885	Gertrude L. Vanderbilt, secretary.	Non-sect.	.....
21	St. Mary's Nursery.	Brooklyn, N. Y.	1873	1870	Sisters of Charity.	R. C.	.....
22	Sheltering Arms Nursery (Protestant Episcopal Church). ^a	Brooklyn, N. Y. (157 and 159 Dean street).	1873	1870	Mrs. J. B. Cooper, in charge.	Non-sect.	0 12 21, 250
23	Buffalo Widows' and Infants' Asylum. ^b	Buffalo, N. Y. (126 Edward street).	1852	1848	Sister M. Clarence Walker.	R. C.	0 12 3, 236
24	Fitch Creche. ^c	Buffalo, N. Y.	1881	1880	Miss Caroline Sheppard, matron.	Non-sect.	.....
25	Day Nursery and Babies' Shelter. ^d	New York, N. Y. (243 West Twenty-second street).	1881	1873	Sister Catharine.	P. E.	6 4, 000 4 245
26	Foundling Asylum of the Sisters of Charity. ^e	New York, N. Y. (175 Sixty-eighth st., bet. Third and Lexington avenues).	1869	1869	Sister M. Irene, superiress.	R. C.	21 14, 125
27	New York Infant Asylum. ^f	New York, N. Y. (Sixty-first st. and Tenth avenue).	1855	1871	.....	Non-sect.	.....
28	Nursery and Child's Hospital. ^g	New York, N. Y.	1854	1870	Mrs. Cornelius Du Bois, first directress.	Non-sect.	.....
29	Shelter and Baby Nurseries (American Female Guardian Society). ^h	New York, N. Y.	1854	1870	.....	Non-sect.	.....
30	Virginia Day Nursery. ⁱ	New York, N. Y.	1854	1870	.....	Non-sect.	.....
31	Day Home. ^j	New York, N. Y. (251 East Houston street).	1854	1870	.....	Non-sect.	.....
32	Day Nursery for Children	Troy, N. Y.	1802	1858	Mrs. A. R. Brown, superintendent New York City Mission.	Non-sect.	3
33	Northern Day Nursery	Philadelphia, Pa. (2218 Lombard street).	1873	1863	Mrs. Sarah S. McConline, president.	Non-sect.	3 2, 500
34	Philadelphia Home for Infants	Philadelphia, Pa. (923 North Seventh street).	1873	1873	Mrs. W. A. Ingham, directress.	Non-sect.	.....
35	Pine Street Day Nursery	Philadelphia, Pa. (427 Pine street).	1873	1873	Miss M. E. Addams.	Non-sect.	.....
36	St. Mary Street Home and Day Nursery	Philadelphia, Pa. (723 St. Mary street).	1873	1873	Mrs. Franklin Bacon, president.	Non-sect.	.....
37	St. Vincent's Home. ^k	Philadelphia, Pa. (corner Eleventh and Wood sts.)	1873	1873	Mrs. Susan Lesley.	R. C.	11
38	Sheltering Arms of the Protestant Episcopal Church.	Philadelphia, Pa. (717 Franklin street).	1873	1873	Sister Mary Joseph, sister servant.	R. C.	.....
39	St. Vincent's Infant Asylum	Milwaukee, Wis. (cor. Railroad and Third avenues).	1877	1877	Sister Simon, sister servant.	R. C.	.....
40	St. Ann's Infant Asylum	Washington, D. C. (2350 K street).	1803	1890	Sister Agnes Relihan.	R. C.	2 12 1, 775

^a From Report of the Commissioner of Education for 1882-'83.

^b There is a branch asylum at West Medford.

^c Incorporated in 1871 as the Flatbush Avenue Industrial School and Nursery; in 1872 name changed to Brooklyn Nursery.

^d Also 2, 608 in the day nursery while that department was maintained.

^e Up to close of year ending February, 1882.

^f There is also a country home at Mt. Vernon.

^g Includes report of country branch at West New Brighton.

^h Report included in that of the American Female Guardian Society, Part 1 of this table.

TABLE XXII.—PART 2.—*Statistics of infant asylums for 1883-84*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
1	1	10	11	12	13	14
1	St. Joseph's Infant Orphan Asylum* Sisters of the Holy Family*					
2						
3	Chicago Foundlings' Home	1 month	Need of care while mothers are at work, sickness, and poverty.	By voluntary contributions		Adopted in families.
4	Infant Asylum		Desertion.	Charity.		
5	Infant Foundling Asylum					
6	St. Vincent's Infant and Foundling Asylum		Contributions, State and city appropriations.			
7	St. Vincent's Infant Asylum*			Chiefly by contributions.		Adopted or transferred to other institutions.
8	Nursery and Child's Hospital.			Contributions, appropriations, &c.	Those of the Kindergarten.	
9	St. Elizabeth's Home for Colored Infants*	Under 6		Private charity		
10	St. Vincent's Infant Asylum					
11	Day Nursery	14-5	Need of care while parents are sick or at work.	Endowment, State appropriation, and contributions.		Adopted, returned to friends, placed in other institutions or provided for by State board of health, lunacy, and charity.
12	Massachusetts Infant Asylum a	Under 9 months.	Destitution or desertion.			
13	St. Mary's Infant Asylum					
14	Detroit Nursery and Kindergarten	Under 6	Abandoned.	Contributions and pay for the care of children.		Adopted or transferred to St. Vincent's Orphan Asylum.
15	House of Providence	Under 5		Contributions and board of children.		Adopted or returned to mothers.
16	Woman's Hospital and Foundlings' Home					
17	Babies' Nursery	Under 3	Poverty, destitution, or friendlessness.	Contributions and city appropriations.		Bound out to some trade, profession, or employment, and supervision maintained over them.
18	Brooklyn Nursery					
19	Day Nursery of the Brooklyn Children's Aid Society.	Under 5		Contributions and small payments from the children's parents.		
20	Home Nursery of the Industrial School Association.	2-4		Voluntary contributions		
21	St. Mary's Nursery	2-6				
22	Suspecting Arms Nursery (Protestant Episcopal Church). ^c	Under 7	Poverty or neglect.	Principally by voluntary contributions.		

23	Buffalo Widows' and Infants' Asylum*			Contributions, collections, and appropriations from counties and towns.		
24	Fitch City's			Endowment, contributions, and children's fees.		
25	Day Nursery and Babies' Shelter*	1-6		Donations, board of children, and appropriation.		
26	Foundling Asylum of the Sisters of Charity*			Contributions and per capita allowance from city.	Those of the Kindergarten.	Homes provided for them in the West; supervision maintained over them.
27	New York Infant Asylum ^b	2 yrs. & under.		Contributions and per capita allowance from city.		Adopted or bound out or indentured when of suitable age to some profession, trade, or employment.
28	Nursery and Child's Hospital ^c	4 yrs. & under.		By appropriations and contributions.	Sewing and housework.	Returned to friends, adopted, sent to other institutions, or to the West.
29	Shelter and Baby Nurseries (American Female Guardian Society). ^d	Under 5		Private contributions.		
30	Virginia Day Nursery*					
31	Day Home*	3-15		Children of poor industrious women whose work calls them from home.		
				Children of the poor and vicious in need of care.	Sewing and domestic work; the kitchen garden as given by Miss Huntington is carried on.	
32	Day Nursery for Children	Under 8		Contributions and interest on bequests.	Those of the Kindergarten.	
33	Northern Day Nursery	Under 8		Donations, subscriptions, and children's fees.		
24	Philadelphia Home for Infants	2 yrs. & under.		Donations and pay for care of children.		Transferred to other homes, adopted, or returned to friends.
35	Fine Street Day Nursery			Voluntary contributions.		
36	St. Mary Street Home and Day Nursery					
37	St. Vincent's Home ^e			Voluntary contributions.		
38	Sheltering Arms of the Protestant Episcopal Church.	3 mos. to 8 yrs.		Voluntary contributions.		
39	St. Vincent's Infant Asylum			Donations and board of inmates.		
40	St. Ann's Infant Asylum			Appropriation and charity.		

* From Report of the Commissioner of Education for 1892-'93.

^a There is a branch asylum at West Medford.^b There is a country home at Mt. Vernon.^c Includes report of country branch at West New Brighton.^d Report included in that of the American Female Guardian Society, Part I of this table.

30	Virginia Day Nursery*	2,500	3,084	112	134	240	6	39	216	0	76	0	(a)	(a)	(a)	(a)	(a)	(a)
31	Day Home*	35,000	1,678	(m25)														
32	Day Nursery for Children	2,162	5,241															
33	Northern Day Nursery																	
34	Philadelphia Home for Infants																	
35	Pine Street Day Nursery																	
36	St. Mary Street Home and Day Nursery																	
37	St. Vincent's Home*																	
38	Sheltering Arms of the Protestant Episcopal Church																	
39	St. Vincent's Infant Asylum																	
40	St. Ann's Infant Asylum	75,000	50	75	125							20	60					

* From Report of the Commissioner of Education for 1882-83.

a Kindergarten instruction given.

b There is a branch asylum at West Medford.

c Number in the institution October 1, 1883.

d Cared for during the year.

e Exclusive of real estate and furniture.

f Number in the institution December, 1882.

g Includes \$1,352 for building fund.

h There is a country home at Mt. Vernon.

i Includes report of country branch at West New Brighton.

j Also object lessons and instruction in sewing and house work.

k Report included in that of the American Female

Guardian Society, Part 1 of this table.

l School studies are pursued and much attention

paid to moral training.

m Average daily attendance.

n From appropriation.

TABLE XXII.—PART 3.—*Statistics of industrial schools for 1883-'84.*

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers.		Total number of inmates since foundation.
						Male.	Female.	
1	Sewing School, Union for Home Work							
2	Burr Mission Industrial School							
3	Industrial School for Girls							
4	St. Joseph's Home							
5	St. Mary's Training School							
6	Girls' Industrial School (Woman's Christian Home Mission).							
7	Busy Bee							
8	White's Indiana Manual Labor Institute							
9	White's Iowa Manual Labor Institute							
10	St. Mary's Industrial School							
11	Mission Industrial School							
12	House of the Good Shepherd							
13	Industrial School, House of the Good Shepherd							
14	St. Elizabeth's House of Industry							
15	Memo Industrial School for Girls							
16	St. Luke's Sewing School							
17	Industrial School for Colored Girls							
18	St. Mary's Industrial School for Boys							
19	Industrial School for Girls							
20	Industrial School of St. Margaret's Sisterhood							
21	Industrial Schools (Boston North End Mission)							
22	North End Industrial Home							
23	South End Industrial School							

24	Detroit Industrial School	Detroit, Mich	1867	Mrs. E. H. Butler, president	Non-sect.	15	
25	Home for the Friendless and Industrial School b	East Saginaw, Mich	1880	Mrs. N. R. Jones, president	Non-sect.	0	23
26	Industrial School for Girls of the Lansing Industrial Aid Society.	Lansing, Mich	1880	Brother Benedict, O. S. F.	R. C	3	23
27	St. Paul's Industrial School for Boys*	Clontarf, Minn.	1881	Jephthah Hobbs	Disciples	2	23
28	The Southern Christian Institute of Mississippi	Edwards, Miss	1878	Mrs. F. O. Spruance	Non-sect.		4,000
29	Blind Girls' Industrial Home*	St. Louis, Mo	1858	Mrs. John S. Thomson, president	Non-sect.		
30	Girls' Industrial Home*	St. Louis, Mo (710 North 19th street)	1858				
31	Industrial School (St. Joseph's Convent of Mercy)*	St. Louis, Mo (southeast cor. 22d and Morgan sts.)	1857	Rev. Mother De Pazzi	R. C		
32	St. Philomona's Industrial and Day School	St. Louis, Mo. (Chalk and Summit avenues)	.....	Sister Zoe, superior	R. C	14	
33	Industrial School for Indian Youth	Grovia, Mich	1884	Samuel F. Tappan	R. C	4	
34	St. Vincent's Industrial School	Newark, N. J. (42 Wallace place)	.....	Sister Justina, sister-servant	R. C		
35	St. Joseph's Industrial School	Valdese, N. C	1869	Sisters of Charity	R. C		
36	Industrial Schools (Children's Friend Society)	Albany, N. Y	1863	Mrs. John L. Waino, president	Non-sect.	4	
37	St. Joseph's Industrial School	Albany, N. Y	1863		R. C		
38	Brooklyn Industrial School Association and Home for Destitute Children. d	Brooklyn, N. Y. (Sterling Place, between Flatbush and Vanderbilt avenues)	1854	Miss M. R. Battey	Non-sect.	12	
39	Eastern District Industrial School	Brooklyn, N. Y. (141 South 3d street)	1854	Miss Mary E. Whittelsey	Non-sect.	1	
40	Industrial School of the Sisters of Mercy	Brooklyn, N. Y. (Willoughby, corner Nassau avenue)	.....	Sisters of Mercy	R. C		
41	Industrial Schools (Children's Aid Society)	Brooklyn, N. Y	1866	Richard D. Douglass	Non-sect	11	
42	Union for Christian Work	Brooklyn, N. Y. (16 Smith st.)	1871	William A. Butler	Non-sect.	5	
43	Children's Aid Society Industrial Schools*	New York, N. Y	1854	John W. Skinner	Non-sect.	(137)	e 100,000
44	Five Points House of Industry	New York, N. Y. (155 Worth street)	1851	William F. Barnard	Non-sect.	7	36,115
45	Industrial School of St. Augustine's Chapel*	New York, N. Y. (105, 107, 109 East Houston street)	1870	Rev. Arthur C. Kimber	P. E	40	
46	Industrial School of the United Hebrew Charities	New York, N. Y. (58 St. Mark's place)	1877	H. Hirsch	Jewish	6	1,294
47	Industrial Schools of the American Female Guardian Society*	New York, N. Y. (29 East 29th street)	1849	Mrs. C. C. North, president	Non-sect.	92	
48	St. Joseph's Industrial School and Home for Homeless Children	New York, N. Y. (Madison avenue and East 81st st.)	1852	Sister M. Genevieve McDewitt	R. C	20	
49	St. Vincent's Industrial School*	New York, N. Y. (343 West 42d street)	1856	Sister Mary Helena, local superior	R. C	8	
50	Wilson Industrial School for Girls and Mission	New York, N. Y. (125th st., St. Mark's place)	1854	Miss Anna W. Kirkwood, principal of school	Non-sect.	0	
51	The Industrial School of Rochester	Rochester, N. Y	1857	Mrs. G. F. Danforth, president	Non-sect.	4	
52	Industrial School of the Sisters of Mercy	Rochester, N. Y	1870	Mother Hieronymus	R. C	6	337
53	Rochester Home of Industry	Rochester, N. Y	1870	Rev. E. Gay, Jr., president	P. E	1	350
54	House of the Good Shepherd*	Tompkins Cove, N. Y	1866		R. C		
55	Our Lady of the Woods Select School	Near Carthage, Ohio	1878	Sister Mary Paul, superior	R. C		

* From Report of the Commissioner of Education for 1882-83.

b The statistics for the Industrial School are reported with the Home for the Friendless and Industrial School.

c Estimated.

d This association includes five industrial schools and the Home for Destitute Children.

e Reorganized in 1883.

TABLE XXII.—PART 3.—Statistics of industrial schools for 1883-'84—Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
56 Industrial School and Home (Children's Aid Society).	Cleveland, Ohio.....	1865	1865	William Simpson.....	Non-sect..	0	2	.....
57 St. Luke's Sewing School*.....	Marietta, Ohio.....	1871	1870	Miss S. McFarland.....	P. E.....	.....	6	.....
58 Warren Street Sewing School, No. 3*.....	Marietta, Ohio.....	1876	1870	C. A. Ewing.....	Presb.....	.....	2	.....
59 Toledo Industrial School*.....	Toledo, Ohio.....	1875	1874	Miss Mary C. Dickinson, president board of managers.....	Non-sect..	.....	1	.....
60 Forest Grove Indian Training School.....	Forest Grove, Oreg.....	0	1880	H. J. Mindorn, M. P.....	Non-sect..	1	2	200
61 Training School for Indian Youth.....	Carlisle, Pa.....	1879	1879	Capt. Richard H. Pratt, U. S. A.....	Non-sect..	17	19	767
62 House of Industry Colored School*.....	Philadelphia, Pa.....	1848	1848	John S. Street.....	Friends.....	.....	3	.....
63 Industrial Home for Girls.....	Philadelphia, Pa. (762 South 10th).....	1859	1858	Miss Anna E. Stafford, matron.....	Non-sect..	0	3	687
64 Pennsylvania Working Home for Blind Men*.....	Philadelphia, Pa. (3518 Lan- castre-st.).....	1874	1875	H. L. Hall.....	Non-sect..	.....	.....	111
65 West Philadelphia Industrial School of the Im- maculate Conception.....	Philadelphia, Pa. (39th and Pittsburgh).....	1858	.....	Mother Mary Philomena.....	R. C.....	.....	.....	.....
66 Industrial School of East End.....	Pittsburgh, Pa.....	0	1879	Mrs. J. A. Moore.....	Non-sect..	.....	14	.....
67 Girls' Industrial Home.....	Orangeburg, S. C.....	.....	1884	Miss Sallie O. Purdum.....	M. E.....	.....	1	150
68 The Austin Industrial School.....	Knoxville, Tenn.....	1880	1880	Emily L. Austin.....	.....	1	3	.....
69 Miller Manual Labor School.....	Knoxville, Va.....	1874	1878	Charles E. Vawter.....	.....	7	.....	234
70 Good Shepherd Industrial School.....	Milwaukee, Wis.....	1878	1878	Mother M. St. Bernard.....	R. C.....	.....	4	578
71 Metropolitan Industrial School.....	Washington, D. C. (corner 19th and H streets).....	.....	.....	Sisters of Charity.....	R. C.....	.....	.....	.....
72 St. Rose's Industrial School.....	Washington, D. C.....	1872	1864	W. S. Stockbridge.....	Non-sect..	1	1	500
73 Industrial Home School.....	West Washington, D. C.....	.....	.....	W. J. Hadley.....	.....	.....	.....	.....
74 Indian Industrial School.....	Chicago, Ind. Ter.....	.....	1884	Rev. Young Ewing.....	M. E. So.....	2	.....	.....
75 Asbury Manual Labor School.....	Evansville, Ind. Ter.....	.....	1881	Israel G. Vere.....	Baptist.....	1	.....	.....
76 Evening Mission Manual Labor School.....	Wetumpka, Ind. Ter.....	1879	1881	Sister A. Visde.....	R. C.....	.....	9	.....
77 Holy Family Boarding School.....	St. Ignace, Mont. Ter.....	.....	1864	L. B. Palladino, s. j.....	R. C.....	4	.....	.....
78 Industrial Boarding School for Indian Youth.....	St. Ignace, Mont. Ter.....	.....	.....	Mena V. Munsinger.....	Cong.....	.....	1	.....
79 Industrial School.....	Bernalillo, N. Mex.....	.....	1883	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1882-'83.

TABLE XXII.—PART 3.—*Statistics of industrial schools for 1883-'84*—Continued.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
1	10	11	12	13	14
1 Sewing School, Union for Home Work....	5-6	Poverty	Appropriation and contribution.	Sewing; the older girls receive instruction in housework and cooking.	Adopted or placed in homes.
2 Farr Mission Industrial School.....	6-12	Not eligible for public schools.	Endowment	Sewing, knitting, crocheting, and housework.	
3 Industrial School for Girls.....	8-14	.....	By contributions .....	.....
4 St. Joseph's Home.....	5-14	Poverty and need of instruction.	Voluntary contributions.....	Carpentry, farming, gardening, shoemaking, and tailoring.	
5 St. Mary's Training School.....	4-6-9	Good health; and for Indian children appropriation.	Contributions.....	Sewing and knitting.....	
6 Girls' Industrial School (Woman's Christian Home Mission).	7-10	.....	Appropriation and proceeds from institute and farm.	Needlework, knitting.....
7 Bnsy Bee.....	6-10	Must not beg on the street.	Voluntary contributions.....	Domestic work and farming.....	
8 White's Indiana Manual Labor Institute.....	.....	.....	Contributions and labor of inmates.	Domestic and dairy work, sewing and nursing, farming, care of stock, &c.
9 White's Iowa Manual Labor Institute.....	.....	.....	.....	Sewing, dressmaking, and general housework, under the "kitchen garden" system.
10 St. Mary's Industrial School.....	.....	.....	.....	Sewing, embroidery, knitting, lace making, and general housework.
11 Mission Industrial School .....	.....	.....	.....	Useful trades.
12 House of the Good Shepherd.....	.....	.....	.....	Housekeeping, knitting, and sewing.
13 Industrial School, House of the Good Shepherd.....	Homes in families found or returned to friends.
14 St. Elizabeth's House of Industry.....	7-15	Friendlessness or waywardness.	State appropriation and donations.	Placed at service.
15 Maine Industrial School for Girls.....	6 and over	.....	Contributions, subscriptions, and proceeds of entertainments and public school fund of the State.	Sewing, housework, waitress's work, cooking, and washing.
16 St. Luke's Sewing School*.....	6 and over	.....	.....	.....
17 Industrial School for Colored Girls

* From Report of the Commissioner of Education for 1882-'83.

TABLE XXII.—PART 3.—*Statistics of industrial schools for 1883-'84*—Continued.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
1	10	11	12	13	14
18 St. Mary's Industrial School for Boys.....	8-16	Vagrancy, &c.....	Appropriations, contributions, labor of inmates, and endowment.	Farming, gardening, printing, shoemaking, blacksmithing, carpentry, coloring, basket-making, baking, and bottle covering.	Indentured, furnished home, or returned to friends.
19 Industrial School for Girls.....	6-10	Of good character.....	Annual subscriptions and donations.	Household work.....	Placed at service.
20 Industrial School of St. Margaret's Sisterhood.					
21 Industrial Schools (Boston North End Mission).	No limit.....	Good behavior.....	Donations, proceeds of fair, &c.	Sewing.....	Placed in homes.
22 North End Industrial Home.....	18 months to 70 years.	Need of employment and care.	Subscriptions, collections, private charity, &c.	There are 16 departments of work in the home, including laundry, sewing rooms, the boys' workshop, printing office, cooking school, kitchen garden, &c.	Placed at service.
23 South End Industrial School.....				Sewing, cooking, book-keeping, drawing, designing, and printing.	
24 Detroit Industrial School.....		Poverty.....	Contributions and donations.....	House duties, sewing, and knitting.	Provided with situations.
25 Home for the Friendless and Industrial School.					
26 Industrial School for Girls of the Lansing Industrial Aid Society.		Poverty.....	Donations and subscriptions.....	Domestic work and sewing.....	
27 St. Paul's Industrial School for Boys*.	12	Mixed be colored.....	Self supporting.....	Farming and shoemaking.....	
28 The Southern Christian Institute of Mississippi.	6		Donations, rents, tuition, and appropriation.	Domestic work, farming, care of stock and sewing.....	
29 Blind Girls' Industrial Home*.			Industry of inmates of State Institute for the Blind.	Sewing, knitting, making tatting, bead work, &c.....	
30 Girls' Industrial Home*.	9-	Extreme destitution.....	Private donations.....	Sewing and housework.....	
31 Industrial School (St. Joseph's Convent of Mercy).*			Contributions.....	Cooking, housework, and sewing.....	
32 St. Philomena's Industrial and Day School.				Farming, carpentry, brick-making, sewing, and general housework.	
33 Industrial School for Indian Youth.....					
34 St. Vincent's Industrial School.....					

35	St. Joseph's Industrial School Society	3-18 Girls 4-10; Boys 4-15		Subscriptions.	Hand and machine sewing.	Girls are put out to service.
36	Industrial Schools (Children's Friend Society)			Church contributions, donations, and appropriations, and rents.	Sewing and general housework.	
37	St. Joseph's Industrial School	2-12	Poverty	Voluntary contributions	Sewing and domestic work.	Suitable homes are found for them and constant supervision had over them.
38	Brooklyn Industrial School Association and Home for Destitute Children. ^b	2-14	Destitution	Subscriptions	Various branches: Sewing, knitting, and kitchen garden work.	Placed in good families.
39	Eastern District Industrial School.			Appropriations and contributions.	General domestic work, sewing and industrial art.	
40	Industrial School of the Sisters of Mercy.	Under 15.	Unable to attend public school.		Hand and machine sewing, printing, crocheting, lace making, buttonhole making, cutting, darning, housework, kitchen and chamber work. There are kitchen garden classes.	Homes provided when possible, and constant oversight given.
41	Industrial Schools (Children's Aid Society).	3-15	Destitution	Appropriation and contribution.	House duties and type setting.	
42	Union for Christian Work.			Church appropriation	Hand and machine sewing, embroidery, &c.	
43	Children's Aid Society Industrial Schools*.	23-13	Must attend Sunday school.	By funds of the United Hebrew Charities.	Basket making, band and machine sewing, and embroidery.	
44	Five Points House of Industry.	Over 10	Must be of Jewish parentage and destitute.	Appropriations from school fund and contributions.	Sewing and general house duties.	Good homes are secured.
45	Industrial School of St. Augustine's Cuapol.*	Boys, under 10; girls, under 14.	Destitute, homeless, or neglected.	Appropriations, contributions, tuition fees, and board.	House duties, knitting, sewing, and use of sewing machine.	
46	Industrial School of the United Hebrew Charities.		Destitution and good character.	Self supporting.	Domestic work and sewing.	Provided with situations.
47	Industrial Schools of the American Female Guardian Society.*	12-5	Unable to attend public school.	Private contributions.	Sewing, kitchen garden work, and housework.	Adopted, put in homes, or returned to friends.
48	St. Joseph's Industrial School and Home for Homeless Children.	2-12	Unable to attend public school.	Board of children, appropriations, contributions, and income.	General house duties.	
49	St. Vincent's Industrial School*			Industry of inmates.	Dressmaking, tailoring, machine sewing, shoe fitting, millinery, crocheting, knitting, embroidery, and laundry work.	Places are procured for them and control retained over them.
50	Wilson Industrial School for Girls and Mission.			Voluntary contributions.	Housework and farming.	
51	The Industrial School of Rochester.					
52	Industrial School of the Sisters of Mercy.					
53	Rochester Home of Industry*					
54	House of the Good Shepherd*		Destitution			

* From Report of the Commissioner of Education for 1882-83.

^a The statistics for the Industrial School are reported with the Home for the Friendless and Industrial School, Part 1 of this table.

^b This association includes five Industrial schools and the Home for Destitute Children.

TABLE XXII.—Part 3.—*Statistics of industrial schools for 1883-'84*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provisions for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
55	Our Lady of the Woods Select School.....	5-15	Good moral character.	By tuition fees	Domestic work, dressmaking, plain sewing, embroidery, and fancy work.	Homes are found on farms.
56	Industrial School and Home (Children's Aid Society).....	4-16	.....	Voluntary contributions.....	Farming and general house duties.
57	St. Luke's Sewing School*	6	Necessity.....	Contributions	Plain sewing	
58	Warren Street Sewing School, No. 3*.....	6-14	.....	Contributions and industry of inmates.....	Sewing
59	Toledo Industrial School*	7-20	Good health	Voluntary contributions.....	House-duties and sewing.....	
60	Forest Grove Indian Training School.....		.....	Appropriation	Blacksmithing, carpentry, joiner and cabinet work, wagon making, farming, printing, housework, and sewing.
61	Training School for Indian Youth.....	12-18	Must be Indians.....	Appropriation	Blacksmithing, baking, carpentry, tuning, tailoring, harness making, shoemaking, printing, wagon making, farming, all kinds of domestic work and sewing.....	Placed in situations.
62	House of Industry, Colored School*.....	6	Private contributions of friends.....	Sewing	Homes found.
63	Industrial Home for Girls.....	Over 12	Neglected and destitute.	Voluntary contributions.....	Housework and sewing.....	
64	Pennsylvania Working Home for Blind Men.*		Good character and blindness.	Private contributions and State aid.....	Broom, brush, mattresses, and carpet making, and cane seating.	
65	West Philadelphia Industrial School of the Immaculate Conception.....		.....	Voluntary contributions.....	Sewing
66	Industrial School of East End.....	5-14	Destitution	By Woman's Home Missionary Society of Methodist Episcopal Church.....	General domestic work, cutting and sewing.....	
67	Girls' Industrial Home	No limit.....	.....	Contributions	Carpentry, housework, sewing, and cooking.
68	The Austin Industrial School.....		Children of the colored race desiring industrial training.	By a permanent endowment found given by the late Samuel Miller, of Lynchburg, Va.
69	Miller Manual Labor School.....	9-14	Poverty and residence in the county.	.....	Printing, agriculture, telegraphy, and three years in a machine shop.

70	Good Shepherd Industrial School.....	No limit.....	Appropriations, board, donations, tuition, industry of inmates.	Domestic duties, plain and fancy sewing, tailoring, and chair caning.	Placed in families,
71	Metropolitan Industrial School.....				
72	St. Rose's Industrial School.....				
73	Industrial Home School.....	4-14.....	Appropriation and labor of inmates.	General domestic work, gardening, carpentry, sewing, shoe-making and tree-box making.	
74	Indian Industrial School.....			Farming, stock raising, carpentry, painting, cooking, and sewing.	
75	Asbury Manual Labor School.....		Appropriation.....	Farming, stock raising, general domestic work, and sewing.	
76	Levering Mission Manual Labor School..	Under 10.....	Must be orphans.....		
77	Holy Family Boarding School.....		Appropriation and tuition.	Printing.	
78	Industrial Boarding School for Indian Youth.		Appropriation.....		
79	Industrial School.....		New West Education Commission.		

* From Report of the Commissioner of Education for 1892-'93.

TABLE XXII. — PART 3. — *Statistics of industrial schools for 1883-'84* — Continued.

NOTE.— x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

[illegible]

[illegible]

h Include's pupils in Kindergarten.

d Amount used for industrial schools out of the general income of the society.

§ Included in report from this society, Part 1 of this table.

Number during the year.

d Average daily attendance.

This amount was donated by Mr. Keegan, of Chicago,

III.

This association includes five industrial schools and a value of 800 acres of land.

the Home for Destitute Children,

School, Part I of this table.

TABLE XXII.—PART 3.—*Statistics of industrial schools for 1883-'84*—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.					
				Sex.		Race.		Parent- age.		Orphanage.			Instruction; number taught--				Number of volumes.	Increase in the last school year.	
				Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.			Music.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Pennsylvania Working Home for Blind Men*.....		\$50,742	\$50,906	66	175													200	75
West Philadelphia Industrial School of the Im- maculate Conception.....		0	40	0	60													0	
Girls' Industrial Home.....	\$0	500	500			16													
The Austin Industrial School.....		2,009	2,009	199	225													508	129
Miller Manual Labor School.....	1,234,723	70,050	136,000	165	6156					8	102						1,000	(b)	
Good Shepherd Industrial School.....										15	35								
Metropolitan Industrial School.....																			
St. Rose's Industrial School.....					20														
Industrial Home School.....		7,500	7,500	45	25					8	50							150	50
Indian Industrial School.....				130	56														
Asbury Manual Labor School.....				80									80	80					
Levering Mission Manual Labor School.....		67,000		50	50								100	100			100	100	0
Holy Family Boarding School.....		6,000											59	59			59	80	
Industrial Boarding School for Indian Youth.....		3,000		57	56								113	113			113	1,200	20
Industrial School.....				1	3														
79																			

* From Report of the Commissioner of Education for 1882-'83.

a Including 36 Indian girls.

b School has use of a library of 2,000 volumes.

c Appropriated annually by Creek Nation.

TABLE XXII.—*List of homes and asylums for orphan or dependent children, infant asylums, and industrial schools from which no information has been received.*

Name.	Location.	Name.	Location.
PART I.—HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.		PART I.—HOMES AND ASYLUMS, &c.—Continued.	
Grass Valley Orphan Asylum.	Grass Valley, Cal.	Orphan Asylum for Colored Girls.	Baltimore, Md. (Chase st. and Forest Place).
Los Angeles Orphan Asylum.	Los Angeles, Cal.	St. Anthony's Asylum.....	Baltimore, Md.
Sacramento Protestant Orphan Asylum.	Sacramento, Cal.	St. James' Home for Homeless Children.	Baltimore, Md.
Ladies' Protection and Relief Society.	San Francisco, Cal.	St. Paul's Orphan Asylum..	Baltimore, Md.
San Francisco Protestant Orphan Asylum.	San Francisco, Cal.	St. Peter's Asylum for Female Children.	Baltimore, Md. (252 Myrtle ave.).
San Juan Orphan Asylum...	San Juan, Cal.	Haverhill Children's Aid Society.	Haverhill, Mass.
St. Vincent's Male Orphan Asylum.	San Rafael, Cal.	House of Providence.....	Holyoke, Mass.
St. Vincent's Female Orphan Asylum.	Sonoma, Cal.	Home for Young Women and Children.	Lowell, Mass.
Middlesex County Orphans' Home.	Middletown, Conn.	Ladies' Protestant Orphan Asylum.	Detroit, Mich.
St. Francis Orphan Asylum..	New Haven, Conn.	St. Vincent's Orphan Home.	East Saginaw, Mich.
Atlanta Benevolent Home...	Atlanta, Ga.	Jackson Home for the Friendless and Industrial School.	Jackson, Mich.
Methodist Orphans' Home...	Atlanta, Ga.	German Orphan Asylum....	St. Paul, Minn.
Columbus Female Orphan Asylum.	Columbus, Ga.	Home for the Friendless....	Hannibal, Mo.
Orphans' Home, North Georgia Conference.	Decatur, Ga.	Home of the Friendless.....	St. Joseph, Mo.
Episcopal Orphans' Home...	Savannah, Ga.	German Evangelical Lutheran Asylum.	St. Louis, Mo. (2612 S. Seventh st.).
White Bluff Female Orphanage.	White Bluff, Ga.	Mission Free School.....	St. Louis, Mo.
Orphans' Home of the Missouri Synod.	Addison, Ill.	Nevada Orphan Asylum....	Virginia City, Nev.
Newsboys' and Bootblacks' Home.	Chicago, Ill. (146 Quincy st.).	Orphan Asylum.....	Manchester, N. H.
Protestant Deaconess's Orphan Home.	Jacksonville, Ill.	West Jersey Orphanage for Destitute Colored Children.	Camden, N. J.
Home for the Friendless.....	Peoria, Ill. (cor. Main st. and Flora ave.).	St. Mary's Female Orphan Asylum.	Jersey City, N. J.
Woodland Home for Orphans and Friendless.	Quincy, Ill.	St. Michael's Orphan Asylum.	Jersey City, N. J.
Colored Orphan Asylum....	Evansville, Ind.	Home for the Friendless....	Newark, N. J.
Evansville Orphan Asylum..	Evansville, Ind.	Orange Orphan Home.....	Orange, N. J.
Ladies' Auxiliary Orphan Asylum Society.	Evansville, Ind.	St. Joseph's Orphan Asylum.	Paterson, N. J.
Indianapolis Orphans' Asylum.	Indianapolis, Ind.	Children's Home.....	Trenton, N. J.
Orphans' Home.....	Richmond, Ind.	Brooklyn Howard Colored Orphan Asylum.	Brooklyn, N. Y.
Rush County Children's Home.	Rushville, Ind.	St. John's Orphan Asylum.	Greenbush, N. Y.
St. Vincent's Male Orphan Asylum.	Vincennes, Ind.	Children's Home.....	Newburgh, N. Y.
Kansas Orphan Asylum....	Leavenworth, Kans.	St. Vincent's Home for Homeless Boys of All Occupations.	New York, N. Y. (53 & 55 Warren st.).
Protestant Orphan Asylum..	Leavenworth, Kans.	St. John's Orphanage.....	Ogdensburg, N. Y.
Presbyterian Orphans' Home, Society of Louisville.	Louisville, Ky.	St. Margaret's Home.....	Red Hook, N. Y.
Cleveland Orphans' Institution.	Versailles, Ky.	St. James' Home.....	Wilmington, N. C.
Convent of the Good Shepherd.	New Orleans, La.	The Children's Home.....	Cincinnati, Ohio.
Half-Orphan Asylum.....	New Orleans, La.	Home for the Friendless and Female Guardian Society.	Cincinnati, Ohio.
Newsboys' Lodging Home...	New Orleans, La.	New Orphan Asylum for Colored Youth.	Cincinnati, Ohio.
Poydras Female Orphan Asylum.	New Orleans, La.	Bethel Union.....	Cleveland, Ohio.
St. Louis Female Orphan Asylum.	New Orleans, La.	Orphans' Home.....	Dayton, Ohio.
St. Mary's Catholic Orphan Boys' Asylum.	New Orleans, La.	Children's Home of Butler County.	Hamilton, Ohio.
Orphans' Home.....	Bath, Me.	Church Home.....	Lancaster, Pa.
Christ Church Asylum.....	Baltimore, Md.	Home for the Friendless....	Lancaster, Pa.
General German Orphan Asylum.	Baltimore, Md.	Foster Home Association...	Philadelphia, Pa.
Home of the Friendless.....	Baltimore, Md. (cor. Townsend st. & Druid Hill ave.).	Home for Destitute Colored Children.	Philadelphia, Pa. (Woodland ave.).
Johns Hopkins Colored Orphan Asylum.	Baltimore, Md. (206 & 208 Biddle st.).	Newsboys' Aid Society.....	Philadelphia, Pa.
Kelso Orphan Home.....	Baltimore, Md.	Pauline Home for Children	Philadelphia, Pa.
		St. Mary's Magdalen de Pazzi's Asylum for Italian Orphan Girls.	Philadelphia, Pa. (913 South Seventh st.).
		Union Temporary Home....	Philadelphia, Pa. (northeast cor. 16th and Poplar sts.).
		St. Paul's Roman Catholic Orphan Asylum.	Pittsburgh, Pa.

TABLE XXII.—*List of homes and asylums, &c.—Continued.*

Name.	Location.	Name.	Location.
PART 1.—HOMES AND ASYLUMS, &c.—Continued.		PART 2.—INFANT ASYLUMS—Continued.	
Home for Friendless Women and Children.	Scranton, Pa.	St. Vincent's Infant Orphan Asylum.	Buffalo, N. Y.
Emileu Institution	Warminster, Pa.	New York Foundling Asylum Society.	New York, N. Y.
Home for Friendless Children.	Wilkes-Barre, Pa.	The Lombard Street Day Nursery.	Philadelphia, Pa. (430 Lombard st.).
Home for Friendless Children.	Williamsport, Pa.		
Charleston Orphan House ...	Charleston, S. C.	PART 3.—INDUSTRIAL SCHOOLS.	
H. brew Orphan Society	Charleston, S. C.	Industrial Home, or Home for the Friendless.	Savannah, Ga.
Palmetto Orphan Home	Columbia, S. C.	Home Industrial School ...	Chicago, Ill.
Leath Orphan Asylum	Memphis, Tenn.	Railroad Mission Industrial School.	Chicago, Ill.
St. Peter's Orphan Asylum.	Memphis, Tenn.	Industrial School	New Orleans, La.
St. Mary's Orphan Asylum ..	Nashville, Tenn.	St. Joseph's House of Industry.	Baltimore, Md.
St. Joseph's Orphan Asylum.	San Antonio, Tex.	Vacation Industrial School.	Brookline, Mass.
Fredericksburg Female Orphan Asylum.	Fredericksburg, Va.	Industrial School	Kalamazoo, Mich.
Lynchburg Female Orphan Asylum.	Lynchburg, Va.	Boys' Industrial School	St. Paul, Minn.
Norfolk City Female Orphan Asylum.	Norfolk, Va.	Girls' Industrial School	St. Paul, Minn.
Friends' Asylum for Colored Orphans.	Richmond, Va.	St. Paul's Industrial School.	Brooklyn, N. Y. (Congress and Clinton sts.).
Richmond Male Orphan Asylum.	Richmond, Va.		Buffalo, N. Y.
St. Vincent's Roman Catholic Orphan Asylum.	Wheeling, W. Va.	St. Mary's Academy and Industrial School.	Lockport, N. Y.
Home for the Friendless.	Fond du Lac, Wis.	St. Joseph's Academy and Industrial School.	East Liberty, Pa.
St. Joseph's Orphan Asylum.	Fond du Lac, Wis.	Industrial School of the East Liberty Branch of the Young Women's Christian Association of Pittsburgh and Allegheny.	
Cadle Home and Hospital ...	Green Bay, Wis.	Pennsylvania Industrial Home for Blind Women.	Philadelphia, Pa. (3929 Locust st.).
St. Francis Female Orphan Asylum.	Sparta, Wis.	Girls' Industrial Home	Knoxville, Tenn.
Wittenberg Orphan Asylum (Norwegian).	Wittenberg, Wis.	School of the Good Shepherd.	Lawrenceville, Va.
St. Vincent's Female Orphan Asylum.	Washington, D. C.	Miss Newton's School	Norfolk, Va. (Brambleton).
Chickasaw Orphan School ...	Chickasaw Nation, Ind. Ter.	Roman Catholic Industrial School.	Bernalillo, N. Mex.
PART 2.—INFANT ASYLUMS.			
Little Sisters' Infant Shelter.	San Francisco, Cal. (412 Minna st.).		
Day Nursery, Union for Home Work.	Hartford, Conn.		
Boston North End Mission (nursery department).	Boston, Mass. (201 North st.).		

TABLE XXII.—*Memoranda.*

Name.	Location.	Remarks.
ORPHAN HOMES AND ASYLUMS.		
German Lutheran Orphan Asylum	Lutherville, Ark	No buildings yet erected nor orphans received.
St. Boniface Orphan Asylum	San Francisco, Cal	Closed.
Children's Aid Society	Indianapolis, Ind	A society for the establishment of free Kindergärten.
Shaw's Asylum for Mariners' Children	Jamaica Plain, Mass....	The income of the endowment of this institution is used to aid mariners' children in their homes; at last report the institution had but one inmate and was aiding 800 children outside.
Newton Home for Orphan and Destitute Girls.	Newton, Mass	Name changed to Rebecca Pomeroy Newton Home for Orphan Girls.
Home for Destitute Children	Roxbury, Mass	See St. John's Home, Dorchester; apparently identical.
N. E. County Home for Orphan and Homeless Children.	Winchendon, Mass	Closed.
Children's Home	Portsmouth, N. H	Name changed to Chase Home for Children.
Brooklyn Union for Christian Work	Brooklyn, N. Y	Transferred to list of industrial schools.
Institution of Mercy	New York, N. Y	See report of St. Joseph's Industrial Home, a branch of the Institution of Mercy in Part 3 of this table
West Chester Temporary Home for Protestant Children.	Pleasantville, N. Y	Reincorporated, June, 1883, with the name of the West Chester Temporary Home for Destitute Children.
St. Peter's and St. Joseph's Orphan Asylum	Cumminsville, Ohio	See St. Peter's and St. Joseph's Orphan Asylum, Cincinnati; Cumminsville is a branch of the Cincinnati post office.
Soldiers' Orphans' Institute	Philadelphia, Pa	See report of Northern Home for Friendless Children and Associated Institute for Soldiers' and Sailors' Orphans.
Canfield Orphan Asylum	Memphis, Tenn	Buildings now used for day schools for colored children.
INDUSTRIAL SCHOOLS.		
Industrial Home of the Hebrew Orphan Asylum.	New York, N. Y	Closed.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES AND COLLEGES.			
Little Rock University	Little Rock, Ark.	Citizens of Little Rock .....	.....
Philander Smith College	Little Rock, Ark.	Mrs. Philander Smith	Oak Park, Ill.
		Prof. Geo. Davidson	San Francisco, Cal. ..
		Charles Mayne .....	.....
University of California	Berkeley, Cal.	J. S. Hittell	San Francisco, Cal. ..
		Wells, Fargo & Co.'s Ex- press Co.	San Francisco, Cal. ..
University of Southern Cali- fornia	Los Angeles, Cal.	Many donors .....	.....
University of the Pacific	Santa Clara, Cal.	Many persons .....	.....
University of Colorado	Boulder, Colo.	C. G. Buckingham	Boulder, Colo.
Colorado College	Colorado Springs, Colo.	Various persons .....	.....
Trinity College	Hartford, Conn.	Mrs. Susan B. Wortham (deceased). Joseph J. Cook (deceased). ..	Providence, R. I.
Wesleyan University	Middletown, Conn.	Mrs. John Evans	Meriden, Conn.
Yale College	New Haven, Conn.	Mrs. Francis C. Lawrence.	New York, N. Y.
University of Georgia	Athens, Ga.	Hon. Joseph E. Brown; United States senator.	Georgia
		Tuthill King	Chicago, Ill.
		J. H. Cassidy	New York, N. Y.
Atlanta University	Atlanta, Ga.	Hon. Wm. E. Dodge .....	.....
		Various sources .....	.....
Clark University	Atlanta, Ga. ....	.....	.....
Hedding College	Abingdon, Ill.	Various persons .....	.....
Eureka College	Eureka, Ill. ....	.....	.....
Northwestern University	Evanston, Ill.	William Deering	Evanston, Ill.
		Hon. John Evans	Denver, Colo.
German-English College	Galena, Ill.	Various persons .....	.....
Lombard University	Galesburg, Ill. ....	.....	.....
Illinois College	Jacksonville, Ill.	Many persons .....	.....
		Rev. Lemuel Brooks (de- ceased).	Churchville, N. Y. ..
Lake Forest University	Lake Forest, Ill.	Rev. Samuel M. Wood (de- ceased).	Omro, Wis.
		Mrs. Chas. B. Farwell	Lake Forest, Ill.
McKendree College	Lebanon, Ill.	Various others .....	.....

June 30, 1884; from replies to inquiries by the United States Bureau of Education.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$8,000		\$8,000					Towards the erection of the building.
10,500		10,500					For building.
10,530						\$10,530	Photographs of the transit of Venus. Two oil paintings, "Summer" and "Winter."
							900 photographs of statues, buildings, &c.
							Fourteen volumes for the library.
28,000		28,000					For new building.
33,000		28,000					\$28,000 reported for 1883-'84 for new building, and purpose not specified of a reported subscription belonging to 1882-'83 of \$5,000. Presumably this is also for building.
200						200	To purchase books for library.
12,592	\$12,592						\$7,840 from western contributions for the year ending May 30, 1883, and \$4,752 from eastern contributions for the year ending April 30, 1884; all for general support.
50,378		45,378				5,000	For additional buildings.
2,000				\$2,000			Value of books added to the library by the terms of the Cook bequest.
50,000		50,000					To found a scholarship for licentiates in the M. E. Church.
50,000				50,000			For the erection of a new dormitory.
							To be known as "The Chas. McDonald Brown scholarship fund," the income of which is to be loaned to indigent students; \$1,000 per annum of the interest to be used for students in the North Georgia Agricultural College at Dahlonega.
27,633				5,000			For the King scholarship fund.
				5,000			For the Cassidy scholarship fund.
				5,000			For the Dodge scholarship fund.
	2,200	6,000		1,000		\$3,343	For the Hastings scholarship fund.
							\$6,000 for the Knowles industrial building, \$3,343 for student aid, and \$2,290 for general purposes.
25,000		25,000					Value of building for theological school.
40,400							Purpose not specified; of this amount \$23,000 were reported for 1882-'83 and the remainder belongs to the year 1883-'84.
30,088	30,088						For endowment.
100,000	50,000						For payment of debt.
	23,000						For general purposes.
792	23,000						\$10,000 to endow the theological chair and \$10,000 for general endowment.
20,000	20,000						\$300 for repairs and \$25,125 for professorship of agricultural sciences.
25,425		300	\$25,125				
8,500	3,000						For general endowment and scholarship funds.
	1,500						
	1,000						
750	3,000	750					For repairs and furnishings.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Lincoln University	Lincoln, Ill	Various friends	Illinois and Indiana.
Monmouth College	Monmouth, Ill		
Augustana College	Rock Island, Ill	Members of Swedish Augustana Synod.	
Westfield College	Westfield, Ill		
Wheaton College	Wheaton, Ill	Various persons	
Indiana University	Bloomington, Ind ..	Woman's Christian Temperance Union.	Bloomington, Ind..
Franklin College	Franklin, Ind	J. L. Allen	Ellettsville, Ind ..
De Pauw University	Greencastle, Ind ..	Dr. George Manners	New Richmond, Ind.
		Heirs of Dr. John Goodwin	Brookville, Ind ..
		Citizens	Greencastle, Ind ..
Hartsville College	Hartsville, Ind	Many others	
Union Christian College	Merom, Ind		
Moore's Hill College	Moore's Hill, Ind ..		
Amity College	College Springs, Iowa	Various persons	College Springs, Iowa
Griswold College	Davenport, Iowa	Miss Catharine L. Wolfe.	New York, N. Y ..
Norwegian Luther College...	Decorah, Iowa	Halvor O. Gjergjord	Stoughton, Wis....
		Martin Pedersen	Glenwood, Iowa
Drake University	Des Moines, Iowa ..	Various persons	
		Charles A. Parsons	St. Louis, Mo
		Dr. E. B. Ringland	Hamilton, Ill
Parsons College	Fairfield, Iowa	Executors of Lewis B. Parsons.	
		Various persons	
Iowa University	Fayette, Iowa	Many hundred persons	
Iowa College	Grinnell, Iowa	Dr. Ebenezer Alden (deceased).	Randolph, Mass ..
		H. C. Sigler	Osceola, Iowa
		Mrs. B. E. Sigler	Osceola, Iowa
		F. B. Sigler	Osceola, Iowa
		William Buxton	Carlisle, Iowa
		D. S. Sigler	Corning, Iowa
Simpson Centenary College..	Indianola, Iowa	Lew E. Darrow	Corning, Iowa
		J. C. Mitchell	Nevada, Iowa
		James McGee	Indianola, Iowa ..
		A. H. Swan	Cheyenne, Wyo ..
		Several others	
German College	Mt. Pleasant, Iowa..		
Cornell College	Mt. Vernon, Iowa. }	Rev. Geo. B. Bowman, D. D.	San José, Cal
		Col. J. B. Cornell	New York, N. Y ..
Oskaloosa College	Oskaloosa, Iowa	Various persons	Iowa
		Various persons	

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$34,000	\$30,500	\$3,500					\$30,500 for permanent endowment and \$3,500 for building fund, mostly in interest bearing promissory notes.
5,000	5,000						For endowment.
13,000	13,000						For support of students and for salaries.
2,600	600						Purpose of \$2,000 not specified; \$600 for general uses.
7,500	7,500						In cash donations and land for current expenses.
							Forty volumes of works on temperance for the library.
14,500	5,000						For general endowment.
							Donor and purpose of \$9,500 not specified.
120,000	15,000						For endowment fund.
	10,000	60,000					For endowment fund.
	35,000						For grounds and buildings.
1,500	500						For endowment fund.
							\$500 reported for the school year 1883-'84 for contingent purposes; purpose of \$1,000 reported for the year 1882-'83 not specified.
9,000	(9,000)						To endow biblical chair and erect dormitory.
1,700							Donor and purpose not specified.
300		200					For college bell and clock.
20,000			\$20,000				For the endowment of the "Catharine Lorillard Wolfe professorship of English literature and belles-lettres."
					\$6,500		The annual income of these sums to be given to deserving students preparing for the ministry in the Lutheran church.
7,250					750		
6,000	6,000						For endowment fund.
		5,000					For new building.
			6,000				To endow a professorship of natural sciences.
19,703	800						To increase the "Parsons fund."
							Purpose of \$7,903 not specified.
5,000		70,000					Donor and purpose not specified.
							For rebuilding; received during 1882-'83 and 1883-'84.
73,000						\$3,000	For museum funds.
	5,000						
	1,000						
	1,000						
	1,000						
19,574	500						
	500						
	500						
	500						
	700						
	8,874						To pay the college debt in fall.
5,000			3,000				
							\$3,000 reported for 1882-'84 for chair of theology, and purpose not specified of \$2,000, a benefaction reported for 1882-'83.
16,000	(5,500)						For endowment and erection of ladies' boarding hall, on condition that
	(5,500)						\$50,000 be raised.
12,500	(5,000)						For general endowment.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Penn College	Oskaloosa, Iowa	Various persons .....	.....
Tabor College	Tabor, Iowa	Many persons .....	.....
Western College	Toledo, Iowa	Rev. M. S. Drury	Toledo, Iowa
Ottawa University	Ottawa, Kans	Mr and Mrs. Chas. Mason	Toledo, Iowa
Washburn College	Topeka, Kans	John Dodds and other friends of college. Collections from churches.	.....
Berea College	Berea, Ky	Numerous friends .....	.....
Georgetown College	Georgetown, Ky	Numerous friends	Kentucky
Central University	Richmond, Ky	Friends in Kentucky .....	.....
New Orleans University	New Orleans, La.	Freedmen's Aid Society .....	.....
Straight University	New Orleans, La.	Members of La. Conference .....	.....
Tulane University	New Orleans, La.	A friend	Flushing, N. Y.
Bowdoin College	Brunswick, Me	Hon. Seymour Straight	Hudson, Ohio
		Hon. John C. Whitin (dec'd)	Whitinsville, Mass ..
		Paul Tulane	Princeton, N. J
		Mrs. Hannah A. Ludwig	Thomaston, Me
		Chase Lewis (deceased)	Providence, R. I
		Richard W. Shapleigh	Boston, Mass
		Rev. E. True	Rochester, N. H
Bates College	Lewiston, Me	Various persons .....	.....
		Estate of Gardner Colby ..	Newton, Mass
		Estate of Cotton Brown ..	Sangerville, Me
Colby University	Waterville, Me	Hon. Chester W. Kingsley ..	Cambridge, Mass ...
		Hon. J. Warren Merrill ..	Cambridge, Mass ...
		Francis Lyford (deceased) ..	Mt. Vernon, Me
		Gardner R. Colby	New York, N. Y
Western Maryland College ..	Westminster, Md.	Many persons .....	.....
		Joel Giles (deceased) .....	.....
Amherst College	Amherst, Mass	Hon. David Sears	Boston, Mass
		James B. Jermain	Albany, N. Y
		John A. Burnham	Boston, Mass
		Other friends .....	.....
		Thomas H. McGraw	Poughkeepsie, N. Y ..
Boston University	Boston, Mass	Hon. Alden Speare .....	.....
		Rev. Dr. Wm. E. Hunting- ton.	.....

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$2,000	\$2,000						For contingent fund.
15,000							Purpose not specified.
39,500		\$4,000				\$20,000	A cabinet valued at \$20,000, \$17,000 for building fund, and the purpose of the remaining \$2,500 not specified.
600	600	13,000					For general purposes.
20,000							Approximate amount received; purpose not specified.
8,610	8,610						For current expenses.
17,000	17,000						For general endowment.
11,000	11,000						For endowment.
9,300	2,400	6,800			\$100		\$2,400 for teachers, \$100 for beneficiaries, and \$6,800 for building purposes.
15,000		5,000					For boys' dormitory.
524,666	524,666	10,000					For endowment.
1,000				\$1,000			To found two scholarships.
					1,500		Purpose of gift of \$4,000 not specified.
							Purpose of gift of \$1,000 not specified.
14,782							To aid indigent students in the theological department; income only to be used; this benefaction belongs to the year 1882-'83.
							Purpose of gifts amounting to \$8,282, not specified; \$5,000 of this belong to the year 1882-'83 and the remainder to 1883-'84.
	1,000						\$70,000, part of legacy, received during 1883-'84; purpose not specified.
73,915				1,000			\$1,000 for general fund; purpose of \$1,115, part of a legacy, not specified.
					500		To found a scholarship, the income to be used to assist young men preparing for the ministry.
	100	200					For a prize for preparation for college.
3,500		3,500					For general fund.
							For furnishing president's recitation room.
						50,000	For the erection of "Ward Hall" for dormitories, one-half section of which was paid for by voluntary contributions.
183,000						33,000	Approximate amount from bequest of Joel Giles, who made the college his residuary legatee for the increase of its library.
							This amount, given by Hon. David Sears, James B. Jermain, John A. Burnham, and others, was for changes in the library, including moving and furnishing.
			\$50,000				For the perpetual endowment of a professorship.
40,000			40,000				To endow a professorship in the college of liberal arts, in memory of Emma Speare Huntington, whose name the professorship will bear.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.		Edward Russell	
		Anonymous friend.....	
		Daughters of the late Seth Turner.	
		Executors of Henry T. Morgan.	New York, N. Y.
		Mrs. C. M. Barnard.....	
		Dr. Francis Minot	
		Through Prof. William E. Byerly.	
		Joseph H. Choate.....	
		Executors of Thomas G. Appleton.	
		Executor of Henry Harris.	
		Estate of the late Eben Wright.	
		Alexander Agassiz	
Harvard University (for 24 months ending August 31, 1884).	Cambridge, Mass.	George Higginson	
		Samuel D. Warren.....	
		Various others	
		Various persons	
		A friend, through Rev. James Freeman Clarke.	
		Nathaniel Thayer	
		William Amory	
		Stephen Salisbury	
		Wm. Endicott, jr	
		Mrs. M. Hemenway	
		J. I. Bowditch	
		John A. Burnham	
		J. M. Forbes	
		George Higginson	
		H. H. Hunnewell	
		Henry B. Rogers	
		Henry P. Kidder	
		Various persons	
		Frederick L. Ames	
		William Endicott, jr	
		Other subscriptions	
		T. Jefferson Coolidge	
		George W. Wales	
		Class of 1828	
		Rev. James G. Rodger	

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
		4		\$325			To increase the scholarship founded by him.
	\$750						For the general fund of the divinity school.
	5,000						Income to be used for general purposes.
							Purpose of bequest of \$80,557 not specified.
				600			First yearly payment for the support of two scholarships, to be known as the Warren H. Cudworth scholarships.
				200			To increase the class of 1841 scholarship fund.
	500						"The beginning of a fund to be known as the Channey Wright fund, the income of which shall be devoted to the encouragement of the study of mathematics in the university."
				6,000			To found the Rutuff Sterling Choate scholarship.
	\$5,000						For the astronomical observatory.
	29,939						For general purposes, one-half for the medical school and the other half for the university.
						\$106,889	For the foundation of the Eben Wright fund, the income to be applied towards the cost of administration and service in the college library.
	2,000						For the increase of the botanic department fund.
	1,000						
	1,000						
	450						
	2,543						\$1,672 towards endowment of the divinity school and \$71 for fund for dental school.
	10,000						Towards a fund for the endowment of the observatory.
	5,000						
	2,000						
	2,000						
	2,000						
	1,000						
	1,000						
	1,000						
	1,000						
	1,000						
	2,484						
	8,122						
	10,060						For the endowment of a physical laboratory.
	2,000						
	1,000						For the construction of Jefferson Physical Laboratory.
	115,000						
				1,294		400	For books for the library.
				600			Amount of class fund, for the establishment of a scholarship to be called the scholarship of the class of 1828.
							To found a scholarship for the benefit of the divinity school.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.		Executor of George B. Dorr. Executor of Edward M. Barringer. Henry P. Kidder Henry Villard Others William Endicott, jr. Nathaniel Thayer Quincy A. Shaw George Higginson Henry Lee Frederick L. Ames Martin Brimmer John L. Gardner Mrs. John L. Gardner Edward W. Hooper Henry P. Kidder Charles J. Paine Stephen Salisbury Various others William Amory Arthur T. Lyman Various persons Josiah P. Cooke	
		Quincy A. Shaw Mrs. Emily W. Appleton Thomas G. Appleton, on behalf of Nathan Appleton. J. P. Cooke Alexander Agassiz Miss Anne Wigglesworth H. H. Hunnewell Martin Brimmer Henry P. Kidder Others Massachusetts Society for Promoting Agriculture. George S. Hale Robert N. Toppan Anonymous friend H. H. Hunnewell F. L. Ames Henry Lee Through William Gray, treasurer. Various persons Several persons Dante Society Through Professor Böcher Louis A. Shaw	
Harvard University—Cont'd	Cambridge, Mass.		

1884; from replies to inquiries by the United States Bureau of Education.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
	\$113,824						Property amounting \$111,150, and income from said property amounting to \$2,674, on account of a residuary bequest "for the benefit of the general funds."
							Property at valuations amounting to \$27,160, on account of a residuary bequest for the benefit of the medical school.
						\$1,641	To establish a fund of which the income shall be used for the purchase of books for the law school.
						5,000	
						150	
	5,000						Subscriptions towards a fund to increase the salary of the president of Harvard College.
	5,000						
	7,000						
	5,000						
	5,000						
	5,000						
	2,000						
	2,500						
	2,500						
	2,000						
	2,000						Subscriptions towards a fund for retiring allowances to officers of the university.
	2,000						
	14,850						
	1,032						
	500						
	3,030						For current expenses of the observatory.
	300						For the compensation of an assistant in chemistry.
\$657,846						500	For the museum of the medical school.
						500	
		\$2,500					Towards expenses incurred in improvement of Appleton Chapel.
						2,000	For the purchase of a collection of meteorites.
						1,000	
						1,000	
						1,000	
						1,000	
						1,000	
	3,000						\$2,000 towards the establishment of the veterinary hospital and \$1,000 as the salary during 1882-'83 of the curator of the herbarium.
						450	For books for the divinity school.
	1,000			\$150			For a prize on political science.
		500					To increase the salary of the professor of entomology.
	1,500	500					Towards a new greenhouse at the botanic garden.
	300						For the salary of an instructor in political economy.
	900						For lectures on political economy.
		5,100					To aid in publishing the University Bulletin.
							Towards the fund for the new building for the medical school.
						150	For the purchase of books on Dante.
						43	For the purchase of books for the
						110	French department.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.		Through Professor Child	
Harvard University—Cont'd.	Cambridge, Mass.	Executors of Joseph J. Cooke.	
		Various persons	
Tufts College	College Hill, Mass.	Henry L. Higginson	Bridgeport, Conn. .
		P. T. Barnum	
		William J. Walker	
Williams College	Williamstown, Mass.	Mrs. Mary T. Goddard	
		Various persons	
University of Michigan.....	Ann Arbor, Mich.		
		Henry C. Lewis	Coldwater, Mich. .
Hillsdale College	Hillsdale, Mich.	J. N. Eckel, M. D.	
		Various persons	
Hope College	Holland, Mich.	Board of Education, R. C. A. H. D. C. Van Asmus.	Grand Rapids, Mich.
		Churches and individuals	
		Various persons	
Macalester College	Minneapolis, Minn. .	Various persons	Hartford, Conn.
		John B. Edgerly	
		Dr. Edw. H. Williams	
Carleton College	Northfield, Minn. .	Charles Boswell	West Hartford, Conn.
		E. Farnsworth	Boston, Mass.
		A. L. Williston	Northampton, Mass.
		Fletcher estate	Whitinsville, Mass.
		E. S. Jones	Minneapolis, Minn. .
		Rev. E. M. Williams	Northfield, Minn. .
		Mrs. J. W. Scoville	Oak Park, Ill.
		Many persons	
Mississippi College	Clinton, Miss.	Various persons	
Rust University	Holly Springs, Miss.		
Grand River College.....	Edinburg, Mo.		
Central College	Fayette, Mo.	Various persons	
Westminster College	Fulton, Mo.	Mrs. Mary E. McPheeters.	
William Jewell College	Liberty, Mo.	Miss Jane A. Thompson	
		Many individuals	
Morrisville College	Morrisville, Mo.	Various persons	

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
						\$3	For the purchase of books on account of the subscription of 1880.
						5,000	Books for the college library valued at \$5,000.
							Several portraits and statues, donations to the museum, anatomical plaster casts, a collection of plates of engineering works, books for the college library, &c.
	\$500						For the school of veterinary medicine.
	8,000					6,000	For natural history museum.
		\$5,000					For general purposes.
\$169,000							For a gymnasium.
							\$150,000 in several benefactions and for different purposes reported for the school year 1882-'83.
82,400	27,400		\$55,000				\$55,000 for the endowment of professorships, \$20,000 for general fund, and \$7,400 for various purposes.
						200,000	Collection of about 600 pictures and 30 pieces of marble, valued at \$200,000.
200,050							Mrs. Lewis may retain possession until her death or may transfer it to the university at any time.
11,372	11,372					50	For pathological museum.
							\$3,587 to endow and equip the theological department, \$2,460 to pay indebtedness, and \$5,925 for general endowment and to equip a biological laboratory and other special objects. Of the whole amount \$4,423 belong to the year 1882-'83.
9,214	5,250						For current expenses and endowment, \$1,632 belonging to the year 1882-'83 and the remainder to 1883-'84.
39,830	500						\$23,870 in 1882-'83 for buildings and general expenses; purpose of \$15,960 reported for 1883-'84 not specified.
	3,464	(23,870)					For endowment of president's chair.
25,000	35,000						For current expenses.
	15,000		12,000				For a scientific building as a memorial of his son, William Williams.
						1,000	For Charles Boswell library endowment.
	1,000						For general uses.
55,032	1,003						
	1,000						
	2,000						
		558				100	\$558 for apparatus and \$100 for library.
	17,115	2,393		\$1,763		100	Art cases valued at \$100.
							\$1,763 for scholarship beneficiary fund, \$3,853 for endowment, \$8,262 for various purposes, and \$2,393 for furnishing ladies' hall.
7,500	7,500						\$4,000 for salaries in 1882-'83 and \$3,500 for current expenses in 1883-'84.
200							Donor and gift not specified.
7,500		7,500					For building purposes, on condition that \$10,000 be raised by Oct. 10, 1884.
26,000		26,000					For a new college chapel; also valuable gifts to library and museum.
8,000	6,000						For endowment.
50,000	2,000						For endowment for the year ending December, 1883.
2,500	50,000						To pay indebtedness.
	2,500						

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
St. Louis University.....	St. Louis, Mo.....		
Sedalia University.....	Sedalia, Mo.....	Citizens	Sedalia, Mo.....
		S. M. Edgell.....	St. Louis, Mo.....
		C. E. Harwood	Springfield, Mo.....
		Charles Sheppard.....	Springfield, Mo.....
		J. C. Whitin's estate	Whitinsville, Mass.
Drury College.....	Springfield, Mo.....	Hon. Robbins Battell ...	New York, N. Y.
		Mrs. W. A. House	Kalamazoo, Mich....
		Miss A. W. Turner.....	Randolph, Mo.....
		Mrs. Rhoda Sheppard.....	Springfield, Mo.....
		Many others	
		Various persons	
Central Wesleyan College....	Warrenton, Mo....	G. & W. Niedringhaus ...	St. Louis, Mo.....
		A. Hausmann.....	St. Louis, Mo.....
		Rev. Geo. Boesheuz and others.	
Doane College	Crete, Nebr.....		
Dartmouth College	Hanover, N. H.....	Estate of Hon. Joel Parker	
		Estate of Richard Fletcher	
		E. W. Stoughton	New York, N. Y.
		E. S. Swann	Nashua, N. H.....
		Mrs. Mary Stuart.....	New York, N. Y.
College of New Jersey.....	Princeton, N. J.....	Class of 1833	
		Estate of Wm. S. White	
		Estate of Dr. G. B. Wood	
		Estate of Frederick Marquand	New York, N. Y.
		Estate of G. M. Giger	Princeton, N. J.....
		Estate of G. W. Musgrave	Philadelphia, Pa....
St. Stephen's College	Annandale, N. Y....	Society for Promoting Religion and Learning.	
Wells College.....	Aurora, N. Y.....	Miss Caroline Bard (dec'd)	
		Henry A. Morgan.....	Aurora, N. Y.....

1884; from replies to inquiries by the United States Bureau of Education — Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$100	\$100	.....	.....	.....	.....	.....	\$100 for the benefit of the post graduate course and contribution to the museum.
10, 000	.....	\$10, 000	.....	.....	.....	.....	Land and buildings valued at \$10,000.
44, 549	.....	.....	.....	.....	.....	.....	Purpose of gift of \$5,000 belonging to the college year 1882-'83 not specified.
	.....	.....	.....	.....	.....	.....	Purpose of gift of \$1,000 belonging to the same year not specified.
	.....	.....	.....	.....	.....	.....	Purpose of gift of \$1,000 (1882-'83) not specified.
	.....	.....	.....	.....	.....	.....	Purpose of bequest of \$7,000 received during two years ending June, 1884, not specified.
	.....	1, 000	.....	.....	.....	.....	Value of a tower clock.
13, 765	.....	.....	.....	.....	.....	.....	Purpose of gift of \$5,000 not specified.
	.....	.....	.....	.....	.....	.....	Purpose of gift of \$1,000 not specified.
	.....	.....	.....	.....	.....	.....	Purpose of gift of \$250 not specified.
	.....	.....	.....	.....	.....	.....	Gifts received during two years ending June, 1884, to the amount of \$23,299 from many persons: purpose not specified.
	.....	6, 075	.....	.....	\$195	\$230	These amounts promised in 1882-'83, though all were not then paid in; \$6,075 were for repairing damages done college building, \$195 to assist needy students, and \$230 in gifts for museum, library, and furniture.
11, 400	6, 000	.....	.....	.....	.....	.....	For the theological department.
	1, 000	.....	.....	.....	.....	.....
	265	.....	.....	.....	.....	.....
68, 000	50, 000	.....	.....	\$3, 000	.....	.....	\$11,400 in cash for observatory, ladies' hall, and scholarship; \$1,000 from Mr. and Mrs. L. J. Knowles, Worcester, Mass.; \$4,500 from Charles Boswell of West Hartford, Conn.; and the remainder from friends in Crete, Nebr.; also, \$5,000 from will of Mr. Knowles, to go to the college on death of the widow.
	.....	.....	.....	.....	.....	.....	\$50,000 for law school and \$3,000 for scholarship.
	2, 000	.....	.....	.....	.....	.....	Bequest of \$11,000, purpose not specified.
269, 536	.....	.....	\$150, 000	.....	.....	.....	For medical college.
	.....	.....	.....	1, 000	.....	.....	Purpose of gift of \$2,000 not specified.
	.....	.....	.....	1, 000	.....	.....	For professorship of school of philosophy.
	.....	.....	.....	.....	.....	.....	To found the L. H. Atwater prize.
	60, 000	.....	.....	.....	.....	.....	For a scholarship.
12, 000	.....	.....	26, 500	.....	.....	.....	Bequest of \$1,026; purpose not specified.
	.....	.....	30, 000	.....	.....	.....	For establishment of art school.
	7, 000	.....	.....	.....	.....	.....	To found Giger professorship.
750	.....	.....	.....	5, 000	.....	.....	To found the Musgrave professorship.
	500	250	.....	.....	.....	.....	For general support of the college for 1882-'83.
							For scholarship.
							\$500 for lectures and \$250 for apparatus.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
		Miss Sarah Gage	
		R. J. Rich	
		
St. Lawrence University	Canton, N. Y.	Class of 1877	Watertown, N. Y.
		John W. Adams and others	
		Alumni association	
		
		Estate of Frederick Marquand	
		Hon. J. N. Hungerford (deceased)	Corning, N. Y.
Elmira College	Elmira, N. Y.	Elmira Academy of Sciences	
		Various persons	
		
Hobart College	Geneva, N. Y.	Mrs. Julia Merritt	New York, N. Y.
		
		Mrs. Seymour	Buffalo, N. Y.
Madison University	Hamilton, N. Y.	Rev. E. Dodge, D. D., LL. D.	Hamilton, N. Y.
Cornell University	Ithaca, N. Y.	Hon. Hiram Sibbey	Rochester, N. Y.
		
Ingham University	Leroy, N. Y.	Timothy Hill	
		
Columbia College	New York, N. Y.	Lewis M. Rutherford	
		
		Matthew Vassar, jr.	Poughkeepsie, N. Y.
Vassar College	Poughkeepsie, N. Y. ....	.....
		John Guy Vassar	
University of Rochester	Rochester, N. Y.	Joseph B. Hoyt and others	
		
Niagara University	{ Suspension Bridge, N. Y.	Rev. Charles Eccles, C. M.	Brooklyn, N. Y.
		Thomas Vedder (dec'd) ..	Suspension Bridge, N. Y.
		
		Northern New York Conference of M. E. Church	
Syracuse University	Syracuse, N. Y.	Philo Remington	Ilion, N. Y.
		Many persons	
		
		C. R. Thomas	New Berne, N. C.
University of North Carolina	Chapel Hill, N. C.	John Manning	Chapel Hill, N. C.
		Various persons	
		Rev. Dr. John C. Backus (deceased) ..	Baltimore, Md.
Biddle University	Charlotte, N. C. ....	.....
		Mrs. Wm. A. Holliday ..	Belvidere, N. J.
Shaw University	Raleigh, N. C.	Various persons	
		
		J. A. Bostwick	New York, N. Y.
Wake Forest College	{ Wake Forest Col- lege, N. C.	S. S. Lea	Caswell County, N. C.
		Many others	North Carolina

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and gen- eral purposes.	Grounds, buildings, furniture, and ap- paratus.	Professorships.	Fellowships, scholar- ships, and prizes.	To aid indigent stu- dents.	Library and museum.	
5	6	7	8	9	10	11	12
\$53,308	\$37,400						For the theological department.
	500						\$250 for theological department and \$250 for college.
							Donor and purpose of \$2,000 not speci- fied.
					\$1,500	\$25	Books for library.
65,000							For support and education of students for the ministry.
		\$11,883					To be applied to the erection of Fisher Memorial Hall, which is now com- pleted.
				\$5,000			Bequest of \$25,000, purpose not speci- fied.
							For a scholarship.
13,000		10,000					Gift of observatory instruments, &c., valued at \$10,000.
	25,000						A subscription for endowment, com- pleted in the year 1883-'84; at date of reporting, April, 1884, being collected.
10,000		9,000					For chaplain's residence and improve- ments in the chapel.
	4,000						For endowment fund.
85,000		35,000	\$50,000			10,000	Books for library.
10,000	10,000						\$50,000 for a mechanical professorship and \$55,000 for addition to Sibley build- ing and shops.
16,475		16,475					For endowment fund, conditioned upon raising \$30,000 more.
140,000			80,000	50,000			Astronomical apparatus valued at \$16,000 and \$475 for putting in order and mounting the same.
							\$50,000 for scholarships, \$40,000 for chair of Greek and Latin, and \$40,000 for chair of physics and chemistry.
		10,000					For the laboratory.
							\$21,000 from Joseph B. Hoyt and \$11,627 from various others; purpose not specified.
16,000				15,000			For two scholarships.
							Gift of \$1,000, purpose not specified.
75,476			11,000				To help to endow the Gardner Baker professorship.
	50,000						For general endowment.
10,000	14,476						For general endowment and current expenses.
							Books for the law school.
1,500		10,000					Books for the law school.
					1,000		For building an auditorium.
21,500							For the education of students for the ministry.
	(21,500)					500	For the purchase of books.
47,400							For erection of buildings and for medi- cal instruction; received during the years 1882-'83 and 1883-'84.
	10,000						For endowment; income only to be used.
	5,000						
	32,400						

TABLE XXIII.—Statistics of educational benefactions for eighteen months ending June 30,

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Buchtel College.....	Akron, Ohio	Henry Ainsworth.....	Lodi, Ohio
		L. V. Bierce (deceased) ..	Akron, Ohio
		J. R. Buchtel.....	.....
Baldwin University.....	Berea, Ohio	Lydia A. Drake	Norwood, Ohio.....
		Several others .....	.....
German Wallace College	Berea, Ohio	John Baldwin.....	Baldwin, La
Hebrew Union College.....	Cincinnati, Ohio	Jacob Leasingood (dec'd) ..	Cincinnati, Ohio
Adelbert College of Western Reserve University.	Cleveland, Ohio	Ladies' societies and other sources.	.....
		Mrs. A. D. Lord	Batavia, N. Y
Ohio Wesleyan University...	Delaware, Ohio	Rev. Joseph M. Trimble, D. D.	Columbus, Ohio
		Frederick Merrick	Delaware, Ohio
Denison University.....	Granville, Ohio	Henry Amrine.....	Marysville, Ohio
		L. G. Leonard .....	.....
Mt. Union College.....	Mt. Union, Ohio.....	Several others .....	.....
		C. Aultman	Canton, Ohio
Muskingum College	New Concord, Ohio	Lewis Miller	Akron, Ohio
		Jacob Miller	Canton, Ohio.....
		Quarter centennial fund of the United Presbyterian Church.	.....
Oberlin College	Oberlin, Ohio	James F. Clark (deceased)	Cleveland, Ohio
		David Whitcomb	Worcester, Mass
Wittenberg College.....	Springfield, Ohio.....	Citizens	Springfield, Ohio
Heidelberg College	Tiffin, Ohio	Michael Oldfather	Bluffton, Ind.
Urbana University	Urbana, Ohio	Various persons	Ohio
Otterbein University	Westerville, Ohio	Various persons .....	.....
University of Wooster.....	Wooster, Ohio	Various persons .....	.....
University of Oregon.....	Eugene City, Oreg.....	Hon. Henry Failing.....	Portland, Oreg.....
		Andrew Gellatly.....	Philomath, Oreg.....
Philomath College.....	Philomath, Oreg.....	Joseph Gray.....	Philomath, Oreg.....
		E. C. Wyatt.....	Philomath, Oreg.....
		W. S. Walker	Philomath, Oreg.....
		John Wyatt	Philomath, Oreg.....
		Mrs. Ichabod Henkle.....	Philomath, Oreg.....
		Mrs. S. K. Brown	Philomath, Oreg.....
		Others .....	.....
Willamette University	Salem, Oregon	Various persons .....	.....
Western University of Pennsylvania.	Allegheny, Pa	Pennsylvania Railroad Company.	Altoona, Pa
Muhlenberg College	Allentown, Pa.....	Samuel Appold, esq.	Baltimore, Md.....
Lebanon Valley College.....	Annville, Pa.....	Various persons .....	.....
		Many persons .....	.....

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$8,191	{	\$1,000	.....	.....	For scholarship.
		.....	.....	.....	.....	.....	Bequest of \$3,204; purpose not specified.
		.....	.....	.....	.....	.....	Real estate valued at \$2,000; purpose of gift not specified.
2,000	\$2,000	.....	1,000	.....	.....	For scholarship.
3,000	3,000	.....	.....	.....	.....	\$927 in small donations, purpose not specified.
22,000	{	\$2,000 for building purposes and 1,000 acres of land for endowment fund.
		.....	.....	.....	.....	.....	For a new dormitory.
500	\$500	.....	Purpose of bequest of \$2,500 not specified.
52,000	{	\$17,000	.....	.....	.....	.....	Purpose of gifts amounting to \$19,500 not specified.
		.....	\$25,000	.....	.....	.....	To educate blind persons.
1,300	10,000	.....	.....	.....	.....	For endowment fund; subject to annuity.
3,000	1,000	.....	1,000	.....	\$300	For endowment of lectureship on experimental and practical religion.
10,000	1,000	.....	.....	.....	.....	For permanent fund.
30,000	{	24,000	.....	.....	.....	For E. K. Leonard scholarship.
		.....	6,000	.....	.....	.....	For library.
40,000	40,000	.....	.....	.....	.....	For improvement of real estate.
4,000	(1,000)	.....	.....	.....	.....	Purpose not specified.
6,000	(3,000)	.....	.....	.....	.....	For endowment of the chair of mathematics.
35,000	6,000	.....	.....	.....	.....	For Ellen M. Whitcomb scholarships.
8,805	8,805	.....	.....	.....	.....	There were probably other gifts and bequests belonging to the period which this table covers, but a full report of the eighteen months has not been received.
100	100	For new building.
400	{	50	.....	.....	.....	.....	For new college building and endowment.
		25	.....	.....	.....	.....	For buildings and apparatus.
		50	.....	.....	.....	.....	For indebtedness and improvements.
		50	.....	.....	.....	.....	One bequest of \$1,000, payable at decease of donor, and remainder in small gifts; all to increase endowment.
		50	.....	.....	.....	.....	For periodicals for the reading room.
		50	.....	.....	.....	.....	For relief fund.
		10	.....	.....	.....	.....	For endowment.
5,000	5,000	.....	.....	.....	.....	Iron specimens and blue prints for illustration.
300	{	300	.....	.....	.....	For apparatus.
		.....	.....	.....	.....	.....	Donations to the library and mineralogical cabinet.
5,000	5,000	.....	.....	.....	.....	A large number of small bequests for general purposes.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Dickinson College	Carlisle, Pa.	Jacob Tome	Port Deposit, Md.
		Mrs. James W. Bosler	Carlisle, Pa.
		Mrs. Jackson	Berwick, Pa.
		Others .....	.....
Lafayette College	Easton, Pa.	Trustees of college .....	.....
		Other friends .....	.....
Thiel College	Greenville, Pa.	Many persons .....	.....
Haverford College	Haverford College, Pa.	Various persons .....	.....
Franklin and Marshall College.	Lancaster, Pa.	Mrs. James M. Hood	Frederick, Md.
University at Lewisburg	Lewisburg, Pa.	Various persons .....	.....
Westminster College	New Wilmington, Pa.	Various persons .....	.....
		Hon. John Welsh .....	.....
		Fairman Rogers .....	.....
		Thomas A. Biddle .....	.....
		William Sellers .....	.....
		Dr. William Pepper .....	.....
		J. Vaughan Merrick .....	.....
		Harry Ingersoll .....	.....
		H. Pratt McKean .....	.....
		Dr. William Pepper .....	.....
University of Pennsylvania (for the year ending August 31, 1883).	Philadelphia, Pa.	A. J. Drexel .....	.....
		Edwin N. Benson .....	.....
		Estate of J. G. Fell .....	.....
		J. B. Lippincott .....	.....
		J. E. Gillingham .....	.....
		Adam Seybert .....	.....
		Many others .....	.....
Swarthmore College	Swarthmore, Pa.	Samuel Willets	New York, N. Y.
Washington and Jefferson College.	Washington, Pa.	Alumni .....	.....
		Executors of Gardner Colby	Newton, Mass.
Brown University	Providence, R. I.	Estate of Senator H. B. Anthony	Providence, R. I.
		Estate of William Latham	Bridgewater, Mass. ..
		Many friends .....	.....
Allen University	Columbia, S. C.	Several persons .....	.....

1884; from replies to inquiries by the United States Bureau of Education — Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and gen- eral purposes.	Grounds, buildings, furniture, and ap- paratus.	Professorships.	Fellowships, scholar- ships, and prizes.	To aid indigent stu- dents.	Library and museum.	
5	6	7	8	9	10	11	12
\$120,000	\$10,000	\$25,000					For erection of scientific building.
		75,000					For a library hall.
							For endowment.
							\$10,000 in small donations; purpose not specified.
36,142		(8,750)					{ \$13,092 for current expenses, \$12,950 for gymnasium, and \$10,100 for endowment.
		(27,392)					
28,000				\$28,000			For scholarships; of this amount \$10,000 is reported as for 1883-'84 and \$18,000 for 1882-'83.
66,000	60,000	6,000					\$50,000 for payment of debt and endowment. \$10,000 for general purposes, and \$6,000 for observatory.
10,000		10,000					For an astronomical observatory, to be known as the Daniel Scholl Observ-atory in Franklin and Marshall Col-lege, in memory of the deceased father of the donor.
14,000		14,000					For improvement of buildings and grounds.
22,000	22,000						For endowment fund.
	5,000						{ For endowment fund.
	5,000						
	1,500						
	2,500						
				7,500			For Benjamin Franklin scholarships.
	5,000			2,500			For Samuel V. Merrick scholarship.
							For hospital fund; for the George Rob-ert Ingersoll bed.
	5,000						For ward for chronic diseases fund.
	5,000						For the Dr. George Pepper bed in ward for chronic diseases.
	5,000						For the A. J. Drexel bed in ward for chronic diseases.
142,782	5,000						For Rosalie Benson bed in ward for chronic diseases.
	15,000						For J. G. Fell fund for advancement of medical education.
	10,000						{ For veterinary fund.
	10,000						
	50,000						For chair of moral and intellectual philosophy.
	8,782						\$1,700 for endowment fund, \$1,067 for Leidy chair of anatomy, \$1,448 for hospital expenses, \$316 for Rev. C. P. Kranth fund, and \$1,251 for auxiliary faculty of medicine and women's col-lege.
20,000					\$20,000		\$100,000 left the college, to be paid in five annual instalments of \$20,000 each, the income of which is to be used to assist needy students.
13,313	13,313						Toward the endowment of the presi-ent's chair.
							Purpose of bequest of \$50,000 not speci-fied.
							Purpose of bequest of \$12,500 not speci-fied.
113,500							Purpose of bequest of \$1,000 not speci-fied.
		50,000					For repairing university hall; given during 1882-'83.
85					85		To establish a law scholarship.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Cont'd.			
Erskine College	Due West, S. C. ...	Mr. Carson	Virginia
Newberry College	Newberry, S. C. ...	Mrs. Brownlee	Virginia
Clafin University	Orangeburg, S. C. ...		
Adger College	Wallhalla, S. C. ...	Mr. Adger	Charleston, S. C. ...
King College	Bristol, Tenn.	Dr. Norwood	Abbeville, S. C. ...
Hiwassee College	Hiwassee College, Tenn.	Various persons	
Southwestern Baptist University.	Jackson, Tenn.		
		Hon. William E. Dodge (deceased).	New York, N. Y.
Maryville College	Maryville, Tenn. ...	William Thaw	Pittsburgh, Pa.
		P. Smith	Dayton, Ohio
		Dr. Willard	Auburn, N. Y.
		Others	
Carson College	Mossy Creek, Tenn. ...	Elisha Kimbrough	Mossy Creek, Tenn. ...
		Rev. John Seay	Leeville, Tenn.
Central Tennessee College	Nashville, Tenn. ...	Ed. Sec. M. E. Church	
		Other friends	
Fisk University	Nashville, Tenn.		
Roger Williams University	Nashville, Tenn.		
Vanderbilt University	Nashville, Tenn. ...	Wm. H. Vanderbilt	New York, N. Y.
University of the South	Sewanee, Tenn.	Mrs. S. E. Atkinson (deceased).	Memphis, Tenn.
Baylor University	Independence, Tex. ...	A. W. Duan	Colorado, Tex.
		G. B. Davis	San Antonio, Tex. ...
		C. R. Breedlove	Brenham, Tex.
		T. C. Clay	Independence, Tex. ...
		Hon. Frederick Billings	Woodstock, Vt.
University of Vermont	Burlington, Vt.		
		John P. Howard	
Middlebury College	Middlebury, Vt.	Charles J. and Egbert Starr	Chicago, Ill.
		Hon. Mark Skinner	Townshend, Vt.
		Hon. H. Phelps	
		Many others	
		Rev. Dr. R. McIlwaine	Hampden Sidney College, Va.
		Prof. Walter Blair	Norfolk, Va.
Hampden Sidney College	Hampden Sidney College, Va. ...	Capt. H. S. Reynolds	
		Various others	
Washington and Lee University.	Lexington, Va.	Cyrus H. McCormick, jr. ..	Chicago, Ill.

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$1,200	\$1,000						For endowment.
2,500	2,000					\$500	\$2,000 for endowment and books valued at \$500.
2,743							Purpose of gift not specified.
11,000	10,000						To endow the president's chair; interest only to be used.
1,200	1,000	\$1,000				200	To be invested in real estate.
5,000		5,000					\$1,000 for permanent fund and books valued at \$200.
14,000	14,000						For new auditorium.
							For the endowment fund.
100,000			\$25,000				For endowment of professorships.
			30,000				
			25,000				
			10,000				
1,500	1,000	500	10,000				\$1,000 endowment for aid of young ministers and \$500 for college property.
3,712	500						Land valued at \$500 for endowment.
	2,140					\$100	To aid students.
5,000					672		\$672 to aid students and \$2,140 for current expenses of Meharry Medical Department.
2,000	5,000						\$5,000 in small donations for student aid and incidental expenses.
							Purpose not specified.
150,000	100,000						For endowment fund of the university.
	50,000						For benefit of the theological department.
20,000	3,500	16,500					\$16,500 for buildings, &c., and \$3,500 for salaries and support of students in theological department.
20,000	10,000						For endowment.
	3,334						
	3,333						
	3,333						
105,000						100,000	For a library building to be known as The Billings Library; also the gift of the valuable library of the late Hon. George P. Marsh, a collection of 12,000 volumes.
		5,000					For new dormitories in the main college building.
	3,000						For building a boarding hall.
4,300						500	For library.
						500	Gift of \$300, purpose not specified.
			100				This amount pledged for 1883-'84 to the chair of English, for which Dr. McIlwaine and Prof. Blair have undertaken to pay \$100, each, annually for five years; and Capt. Reynolds \$1,000 per annum for the same term.
			100				
2,521			1,000				\$671 subscribed to endowment, and \$650 contributions to salary of professor of English. These belong to 1882-'83.
	1,321						Purpose of gift not specified.
20,000							

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Richmond College	Richmond, Va	Many persons .....	.....
Roanoke College	Salem, Va.....	W. O. Grover	Boston, Mass
		Rev Andrew Bigelow, D. D. (deceased).....	Southboro', Mass
		Mrs. A. Wilkinson	Cambridge, Mass
		Many other friends .....	.....
University of Virginia	University of Vir- ginia, Va.....	Many persons.....	.....
Lawrence University	Appleton, Wis.....	Various persons .....	.....
Beloit College.....	Beloit, Wis	Wm. A. Banister (Mass.), and many others.....	.....
University of Wisconsin	Madison, Wis.....	Hon. Cyrus Woodman	Cambridge, Mass
Milton College.....	Milton, Wis.....	Alexander Mitchell.....	Milwaukee, Wis
		A. P. Saunders	Farmington, Ill
Ripon College	Ripon, Wis	James Mills, M. D.	Elgin, Ill
Presbyterian University of Southern Dakota.	East Pierre, Dak..	Mrs. Helen O. Knowles.....	.....
		Mrs. Cyrus H. McCormick.....	Chicago, Ill
Howard University.....	Washington, D. C. {	Other friends .....	.....
		Estate of Hon. Wm. E. Dodge.....	.....
University of Washington Territory.	Seattle, Wash. Ter..	Various others.....	.....
Whitman College	WallaWalla, Wash. Ter. {	Henry Villard	New York, N. Y
		D. S. Baker .....	.....
SCHOOLS OF SCIENCE (<i>mining, engineering, agriculture, &c.</i>).		Various persons .....	.....
Storrs Agricultural School...	Mansfield, Conn....	Augustus and Charles Storrs.....	Brooklyn, N. Y
Sheffield Scientific School of Yale College.	New Haven, Conn. {	Dr. Beverly Livingston (deceased.).....	.....
		Prof. Wolcott Gibbs .....	.....
		Various persons .....	.....
Chicago Manual Training School.	Chicago, Ill	Chicago Commercial Club.	Chicago, Ill
Rose Polytechnic Institute ..	Terre Haute, Ind ..	Various persons .....	.....

1884; from replies to inquiries by the United States Bureau of Education — Continued.

Benefactions.							Object of benefaction and remarks
Total.	Endowment and gen- eral purposes.	Grounds, buildings, furniture, and ap- paratus.	Professorships.	Fellowships, scholar- ships, and prizes.	To aid indigent stu- dents.	Library and museum.	
5	6	7	8	9	10	11	12
\$55,000							For endowment, building, scholarships, and library; of the whole amount \$30,000 is reported as for 1882-'83 and \$25,000 for 1883-'84.
11,800	\$3,000						For endowment.
	1,000						For endowment.
	300						For endowment.
	7,500						For current expenses and scholarships; also donations to the library and cabinets.
37,102	37,102						Donations to the observatory and library.
17,000	17,000						\$33,000 for endowment and \$4,102 for current expenses.
5,500						\$5,500	\$5,000 from Wm. A. Banister, and the remainder from various donors, for endowment, scholarships, and current expenses.
							For the library of the Washburn Observatory; \$5,000 for permanent fund and \$500 for immediate purchase of books on condition that half the income be annually added to the principal.
610		\$610					Principally to add improvements to main college hall.
10,000							Purpose not specified.
17,700		7,500					For building fund.
		9,800				400	\$9,500 for building fund, \$300 in furniture, and \$400 in books.
6,346				\$5,000			Scholarships for theological department.
3,000	3,000				\$1,346		For students' aid.
							For general expenses.
8,000		3,000					Three acres of land for campus, valued at \$3,000.
	(5,000)						For building and salaries.
1,200						200	\$200 to purchase books, \$100 towards purchasing a horse, and donations of pictures, books, and flag.
	3,000						For permanent fund; also valuable scientific collections consisting of books, plants, and microscopic slides.
3,000							126 volumes of valuable scientific works.
							Valuable donations to the department of dynamical engineering and to the zoological cabinet.
100,000		100,000					For the founding of the Manual Training School; the money to be used for building, lot, equipment, and current expenses.
900						900	Donations of books, furniture, apparatus, &c., including a full set of the Philosophical Transactions, from the president of the board of managers, valued at about \$900.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Location.
1	2	3	4
SCHOOLS OF SCIENCE, &c.— Continued.			
State College of Agriculture and Mechanic Arts. }	Orono, Me. }	Hon. A. Coburn United States Government Various persons	Skowhegan, Me.
Massachusetts Agricultural College. }	Amherst, Mass. ... }	United States Government	
Massachusetts Institute of Technology. }	Boston, Mass. }	Nathaniel Thayer (dec'd) .. William Perry (deceased) ..	Boston, Mass. Boston, Mass.
Worcester County Free In- stitute of Industrial Sci- ence. }	Worcester, Mass. ... }	Samuel G. Swett Stephen Salisbury Philip L. Moen Hon. Horatio N. Slater.... David Whitcomb A friend Various persons Estate of Ralph Sellow	Boston, Mass. Worcester, Mass. Worcester, Mass. Webster, Mass. Worcester, Mass. Worcester, Mass.
Manual Training School of Washington University. }	St. Louis, Mo. }	Gottlieb Conzelman Samuel Cupples	
Vassar Brothers' Institute...	Poughkeepsie, N. Y.	J. G. Vassar	
Wagner Free Institute of Science.	Philadelphia, Pa.		
Virginia Agricultural and Mechanical College.	Blacksburg, Va.	Various persons	
Hampton Normal and Agri- cultural Institute (for 1882-'83).	Hampton, Va.	Various friends	
SCHOOLS OF THEOLOGY.			
Pacific Theological Seminary.	Oakland, Cal.	{ Estate of Mr. Whitin.... Seth Richards..... Bishop H. W. Warren.... E. H. Gammon..... Charles Scott..... Others.....	Whitinsville, Mass. Atlanta, Ga. Batavia, Ill. Philadelphia, Pa.
Gammon Theological School.	Atlanta, Ga.	The Methodist Episcopal Church South.	
The Paine Institute	Augusta, Ga.		
Chicago Theological Semi- nary.	Chicago, Ill.	Many persons	

1884; from replies to inquiries by the United States Bureau of Education — Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$220							\$20 for prizes and \$200 for library.
							Set of standard weights and measures.
							1,480 volumes for the library and specimens for the museum.
30,000							Set of standard weights and measures and specimens for the museum from the U. S. Fish Commission.
							For the Rogers memorial fund.
							An interest in the residue of his estate, value not known.
36,800							Purpose of gift of \$10,000 not specified.
							For permanent fund.
							For current expenses.
115,000							Books and rare minerals.
							A legacy of \$40,000 for the permanent endowment of this school, and \$25,000 to be paid in the course of five years, and the income to be used for indigent students.
							For permanent endowment, to be paid during the course of five years and the income to be used for indigent students.
25,000	15,000					10,000	\$15,000 is for an endowment fund for general expenses and \$10,000 for museum, library, and publication purposes.
100,000	100,000						Real estate for the endowment fund.
108,603							Donations to the library and museum.
							For general purposes.
							\$36,946 for specific purposes.
6,000							For annual scholarships.
							For beneficiary fund for colored students.
							For beneficiary fund for Indian students.
70,000							For endowment fund.
							For pastor's salary.
							For Butler School.
6,000	6,000						In money and land to establish an institute for the training of teachers and preachers for the colored race.
19,300	5,300			1,000		13,000	\$8,000 for completion of Hammond library building, \$5,000 for endowment of Jones's alcove in library, \$1,000 for scholarship, and \$5,300 for general fund.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Continued.			
Presbyterian Theological Seminary of the Northwest.	{ Chicago, Ill.	{ Hon. Cyrus H. McCormick (deceased). W. G. Craig. T. A. Skinner. George Griffith. Trustees of Jane Dorr fund Thos. O. Foster. Miss Ann Brehmer. Jesse L. Williams.	{ Chicago, Ill. Chicago, Ill. Chicago, Ill. Philadelphia, Pa. Springfield, Ill. Ottumwa, Iowa Peoria, Ill. Fort Wayne, Ind.
Garrett Biblical Institute.	Evanston, Ill.	{ Various persons. Many persons.	{ Cook County, Ill. Chicago, Ill.
Baptist Union Theological Seminary.	{ Morgan Park, Ill.	{ E. Nelson Blake. E. C. Atkins. Many others.	{ Indianapolis, Ind.
Wheaton Theological Seminary.	Wheaton, Ill.	Various persons. ....	.....
College of the Bible.	Lexington, Ky. ....	.....	.....
Southern Baptist Theological Seminary.	Louisville, Ky.	Various persons. ....	.....
Bangor Theological Seminary.	Bangor, Me.	{ T. M. Reed. Emeline S. Parsons. A. H. Bunbank.	{ Bath, Me. York, Me. Yarmouth, Me.
Centenary Biblical Institute.	Baltimore, Md.	Numerous friends. ....	.....
Westminster Theological Seminary.	Westminster, Md.	Collections in churches. ....	.....
Andover Theological Seminary.	Andover, Mass.	Mr. Henry Winkley.	Philadelphia, Pa.
Newton Theological Institution.	Newton Centre, Mass.	{ Estate of Gardner Colby. Various persons.	{ Newton Centre, Mass. Boston, Mass., and its vicinity. Roxbury, Mass.
Scabury Divinity School.	Faribault, Minn.	{ Estate of S. C. Davis. ....	.....
Red Wing Norwegian Evangelical Lutheran Seminary.	{ Red Wing, Minn.	{ K. S. Knudsen. Rev. M. Sampson. From churches.	{ Amherst, Minn. T. ylor, Wis.
Drew Theological Seminary.	Madison, N. J.	{ Rev. William Wood (deceased).	{ Trenton, N. J.
Theological Seminary of the Presbyterian Church.	Princeton, N. J.	{ Estate of Calvin P. Smith. Estate of Sarah C. Adams. Dr. S. Willard. H. A. Morgan and Mrs. N. L. Zabriskie. Hon. Wm. A. Wheeler. Various persons.	{
Auburn Theological Seminary.	{ Auburn, N. Y. ....	.....	.....

1884; from replies to inquiries by the United States Bureau of Education--Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5.	6.	7.	8.	9.	10.	11.	12.
} \$116,609		\$96,000					} For buildings. To found the George Griffith scholarship. To establish the Jane Dorr scholarship. To establish a scholarship bearing the donor's name. To erect a memorial house, the income of which to be applied to the endowment of a scholarship. Further payment on his scholarship; amount not given. For miscellaneous objects. For the endowment fund.
		2,000		\$3,000			
		3,389		2,300			
				3,000			
				4,920			
5,000	\$2,000						} Mostly for endowment. For current expenses for 1883-'84; the purpose is not specified of gifts, amounting to \$1,500, reported for 1882-'83. Towards endowment fund to educate young men for the Christian ministry.
} 105,000	5,000						
	30,000						
	20,000						
3,200	55,000						
	1,700						
1,600					\$1,600		
30,000	(30,000)						
} 3,300	3,000						} For endowment and purchase of grounds; \$10,000 is reported for 1882-'83 and \$20,000 for 1883-'84. For permanent fund. For general purposes. For new professorship. For current expenses. For building and faculty.
	200						
			100				
7,000	7,000						
2,400	(2,400)						
9,826	9,826						
} 105,000	40,000			(10,000)		\$10,000	} Towards raising a fund already established by the donor to the sum of \$50,000. \$10,000 for general purposes, \$10,000 for library, and \$10,000 for student aid and scholarship. For a professorship of elocution.
			25,000				
			20,000				
10,000				10,000			
} 3,290	(50)						} For three scholarships. For salaries of professors and repairing of buildings. For endowment. For current expenses. For aid of students and for library.
	(85)						
	(2,705)						
3,249	1,000						
4,375	2,249				(4,375)		
} 33,211				3,000			} For scholarship. For repairs in recitation room and chapel. For repair of Morgan hall. For scholarship. \$1,400 for professorships' permanent fund, \$1,266 for scholarship, \$15,338 for F. D. Biebee fund, \$6,020 for general permanent fund, and \$356 for other purposes.
				1,000			
		1,077					
		754					
				3,000			
	21,714		1,400	1,266			

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Continued.			
General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y.		
Union Theological Seminary.	New York, N. Y.	Various persons	
Rochester Theological Seminary.	Rochester, N. Y.		
Christian Biblical Institute.	Stanfordville, N. Y. {	F. A. Palmer	New York, N. Y.
German Lutheran Seminary.	Columbus, Ohio	Various churches and individuals.	
Union Biblical Seminary.	Dayton, Ohio	Many persons	
		Various churches	
Heidelberg Theological Seminary.	Tiffin, Ohio		
United Presbyterian Theological Seminary of Xenia.	Xenia, Ohio	Quarter centennial fund of U. P. church.	
Allegheny Theological Seminary of the United Presbyterian Church.	Allegheny City, Pa. {	Various persons	
Western Theological Seminary of the Presbyterian Church.	Allegheny City, Pa. {	Rev. N. W. Conkling, D. D.	New York, N. Y.
		Estate of John Lee	Ohio
		Churches of Western Pennsylvania.	
Moravian Theological Seminary.	Bethlehem, Pa.	Mrs. E. Yoder (deceased) ..	Bethlehem, Pa.
Theological Seminary of the Reformed Church in the United States.	Lancaster, Pa.	Various persons	
		Christiana Loose	Greencastle, Pa.
		Various churches	
Benedict Institute	Columbia, S. C.	Mrs. B. A. Benedict	Pawtucket, R. I.
Associate Reformed Theological Seminary.	Due West, S. C.	Other friends	
Mission House.	Franklin, Wis	Will of Doctor McMillan ..	San Francisco, Cal. ..
		Church contributions	
Nashotah House.	Nashotah, Wis		
Wayland Seminary	Washington, D. C.		
SCHOOLS OF LAW.			
Union College of Law of the Chicago and Northwestern Universities.	Chicago, Ill.	O. H. Horton	
		Lazarus F. Minzesheimer ..	
		Callaghan & Co.	Chicago, Ill.
		Faculty of Law College ..	
Albany Law School	Albany, N. Y.	Widow and children of the late Prof. Isaac Edwards, dean of school.	
SCHOOLS OF MEDICINE, DENTISTRY, AND PHARMACY.			
Hahnemann Medical College and Hospital.	Chicago, Ill.	Dr. D. S. Smith	Chicago, Ill.
Louisville College of Pharmacy for Women.	Louisville, Ky	Samuel L. Avery	Louisville, Ky
Dental department of the University of Maryland.	Baltimore, Md	Many persons	
Massachusetts College of Pharmacy.	Boston, Mass	Alumni Association	

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$107,606	\$102,606	\$5,000	.....	.....	.....	.....	\$10,000 to add to the endowment of the dean, \$10,000 to provide for instruction in elocution, \$5,000 for building purposes, and the remainder, \$82,606, for general purposes (for two years).
305,000	.....	.....	.....	.....	.....	.....	For buildings, library, and scholarships (for two years).
51,457	.....	.....	.....	.....	.....	.....	Purpose not specified (for two years).
} 9,500	{ 3,000 6,500	.....	.....	.....	.....	.....	For endowment.
		.....	.....	.....	.....	.....	For current expenses; \$2,500 of this amount belong to the year 1882-'83.
8,000	.....	.....	.....	.....	.....	.....	Purpose not specified.
14,000	14,000	.....	.....	.....	.....	.....	\$7,000 for endowment fund and \$7,000 for contingent expenses, on condition that the interest only be used.
1,300	1,300	.....	.....	.....	.....	.....	For endowment.
20,000	20,000	.....	.....	.....	.....	.....	For endowment fund.
23,203	23,203	.....	.....	.....	.....	.....	For endowment.
} 12,400	{ 1,900	.....	.....	.....	.....	\$5,000	For library fund.
		.....	.....	.....	.....	.....	For scholarships.
} 7,500	{ 5,000 2,500	.....	.....	.....	.....	.....	For elocution fund.
		.....	.....	.....	.....	.....	Request (amounting so far to \$5,000) for endowment.
} 1,000	1,000	.....	.....	.....	.....	.....	For current expenses.
		.....	.....	.....	.....	.....	{ \$500 for endowment and \$500 for relief fund.
14,000	.....	14,000	.....	.....	.....	.....	For building and furnishing.
14,210	.....	.....	.....	.....	\$14,210	.....	For assisting young men in their preparation for the ministry.
4,725	4,725	.....	.....	.....	.....	.....	For general purposes (for the year 1882-'83).
8,000	.....	.....	.....	.....	.....	.....	Donor and purpose not specified.
1,000	.....	.....	.....	1,000	.....	.....	For a scholarship.
200	{ ..... ..... ..... .....	.....	.....	50	.....	.....	Annual prize for best thesis in senior class.
		.....	.....	25	.....	.....	Prize for second best thesis in senior class.
		.....	.....	100	.....	.....	Annual prize for best scholarship in senior class.
		.....	.....	25	.....	.....	Annual prize for best scholarship in junior class.
.....	.....	.....	.....	.....	.....	.....	Law library owned by him and used by the school.
1,000	1,000	.....	.....	.....	.....	.....	For new hospital.
25	.....	.....	.....	.....	.....	.....	Purpose not specified.
.....	.....	.....	.....	.....	.....	.....	Valuable donations to the museum.
200	.....	200	.....	.....	.....	.....	For building fund.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF MEDICINE, &c.— Continued.			
Bellevue Hospital Medical College.	New York, N. Y. . . .	Andrew Carnegie	New York, N. Y. . . .
Columbus Medical College. . .	Columbus, Ohio.	Dr. W. B. Hawkes	Columbus, Ohio. . . .
Northwestern Ohio Medical College.	Toledo, Ohio.	C. F. Cartis and others. . . .	Toledo, Ohio.
Hahnemann Medical College of Philadelphia.	Philadelphia, Pa. . . .	Citizens	Philadelphia, Pa. . . .
Woman's Medical College of Philadelphia.	Philadelphia, Pa. . . .	.....	Philadelphia, Pa. . . .
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN.			
Mills Seminary	{ Mills Seminary, Cal.	{ Rev. C. T. Mills (deceased) Mrs. William E. Dodge .. A friend .. A friend .. Citizens	{ Mills Seminary, Cal. New York, N. Y. Covington, Ga.
Georgia Methodist Female College.	Covington, Ga. . . . .	.....	.....
La Grange Female College. . .	La Grange, Ga.	Several friends . . . . .	.....
Callanan College.	Des Moines, Iowa. . . .	James Callanan	Des Moines, Iowa. . .
Clinton College.	Clinton, Ky.	Many persons . . . . .	.....
Logan Female College.	Russellville, Ky. . . .	Various persons . . . . .	.....
Minden Female College. . . .	Minden, La.	Hou N. C. Blanchard	Shreveport, La. . . .
Maine Wesleyan Seminary and Female College.	Kent's Hill, Me. . . .	Eliphalet Clark, M. D. . . .	Woodford's, Me. . . .
Abbot Academy.	Andover, Mass. . . . .	.....	.....
Bradford Academy	Bradford, Mass.	{ Elbridge G. Wood and John L. Hobson. Pupils of 1883 Mrs. Mary F. Ames	{ Haverhill, Mass. Haverhill, Mass.
Smith College	Northampton, Mass. . .	{ Rev. Austin Phelps, D. D Alumnæ	{
Mt. Holyoke Female Seminary.	South Hadley, Mass . .	.....	.....
Synodical Female College . . .	Fulton, Mo . . . . .	.....	.....
Central Female College . . .	Lexington, Mo.	Various friends . . . . .	.....
Bishop Whitaker's School for Girls.	Reno, Nev	Various persons . . . . .	.....
New Hampshire Conference Seminary and Female College.	Tilton, N. H.	{ J. E. Chase Unknown friend	{ Haverhill, Mass.
Tilden Seminary.	West Lebanon, N. H . .	Citizens	West Lebanon and vicinity, N. H.
Granger Place School.	Canandaigua, N. Y. . .	Many persons . . . . .	.....
Greensboro' Female College . .	Greensboro', N. C . . .	Dr. N. Siddle.	Caswell Co., N. C. . .
Highland Institute	Hillsboro', Ohio	G. B. Beecher and others. .	.....
Western Female Seminary ..	Oxford, Ohio	{ Mrs. Mary P. Lewis (deceased). Alumnæ Association	{ Oxford, Ohio.

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$50,000		\$50,000					For pathological laboratory.
12,500		12,500					\$10,000 in bonds and four lots in the city for foundation of a hospital.
500		500					For furnishing appliances and material for chemical laboratory.
80,000		80,000					For erection of new college building and hospital and purchase of lot.
15,730	\$15,730						\$730 for special purposes and a legacy of \$15,000, the income to be used for the medical education of students.
34,700	20,000	5,000					\$20,000 to pay indebtedness and land, &c., valued at \$5,000.
		6,500		\$2,000			For scholarship.
		900				\$1,200	For a library building.
		900					For books.
500							For improvements and repairs.
15,000							Purpose not specified.
2,100		2,100					Purpose not specified.
6,000	6,000						For enlarging building.
							For payment of debt.
45,000	45,000						Books for library.
1,180		1,180					For endowment; not available until it amounts to \$50,000, and afterwards to be kept at that amount by allowing interest to accumulate when necessary.
							\$55 for apparatus, \$125 for building, and \$1,000 as a memorial fund to be kept to furnish a suite of musicrooms when new buildings are erected.
							Portrait of Rev. Rufus Anderson, D. D.
							Portrait of Mrs. Ann H. Judson.
							Portrait of Mrs. Harriet Newell.
57,000	50,000			6,000		1,000	\$50,000 endowment for art collections, \$6,000 for scholarships and prizes, and \$1,000 for oil paintings.
							Philosophical library of the late Prof. M. Stuart Phelps.
							Sergeant apparatus for the gymnasium.
							Donor and purpose of gift not specified.
38,271							
2,200	2,200						To pay indebtedness.
25,000		25,000					To erect new building.
4,000	2,500						\$2,500 for balance of indebtedness; purpose of remainder not specified.
1,100	100						} For endowment.
		1,000					
1,000		1,000					For repairs and building.
5,000					\$5,000		Donations of books, furniture, specimens to the cabinet, and telephone.
350							To educate indigent students; interest only to be used.
2,500	500						Purpose not specified.
							Income to be used for additions to the library.
					2,000		For aid of pupils; income only to be used.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN—Continued.			
Lake Erie Female Seminary.	Painesville, Ohio.....		
University Female Institute.	Lewisburg, Pa.....	{ William Bucknell, A. M... Others.....	Philadelphia, Pa.....
Cumberland Female College.	McMinnville, Tenn.	Citizens.....	McMinnville, Tenn.
St. Cecilia's Academy.....	Nashville, Tenn.....	Mrs. Lucy Bedford.....	Nashville, Tenn.....
Baylor Female College.....	Independence, Tex..	{ J. H. Luther..... Miss E. C. Moore.....	Independence, Tex.....
Waco Female College.....	Waco, Tex.....	Citizens.....	Waco, Tex.....
Vermont Methodist Seminary and Female College.	Montpelier, Vt.....	{ Rev. A. G. Button (deceased). Various others.....	Evanston, Ill.....
Marion Female College.....	Marion, Va.....	Mrs. Mary McMullen.....	Marion, Va.....
Richmond Female Institute.	Richmond, Va.....	J. B. Hoyt.....	Stamford, Conn.....
Wisconsin Female College.	Fox Lake, Wis.....		
Milwaukee College.....	Milwaukee, Wis.....	Ladies' Art and Science Class.	Milwaukee, Wis.....
PREPARATORY SCHOOLS.			
St. Helena Academy.....	St. Helena, Cal.....	{ John Lewellyn..... John Allyn..... Several others.....	St. Helena, Cal..... St. Helena, Cal.....
Woodstock Academy.....	Woodstock, Conn.....	{ Henry C. Bowen..... J. Henry White..... Citizens.....	Brooklyn, N. Y..... Woodstock, Conn..... Garden Grove, Iowa.
St. John's Academy.....	Garden Grove, Iowa.	Trustees of academy..... D. Appleton & Co. and various others.	
Hebron Academy.....	Hebron, Me.....	Various persons.....	
Houlton Academy.....	Houlton, Me.....	{ Ex-Gov. Abner Coburn (deceased). Various persons.....	Skowhegan, Me.....
Coburn Classical Institute...	Waterville, Me.....	{ Ex-Gov. Abner Coburn (deceased). Mrs. Helen S. Coburn.....	Skowhegan, Me.....
Phillips Academy.....	Andover, Mass.....	E. V. and F. G. Morgan.....	Aurora, N. Y.....
Cushing Academy.....	Ashburnham, Mass.	Various persons.....	
Home School for Young Ladies.	Everett, Mass.....	Mrs. Olive Merrick.....	Holyoke, Mass.....
Dummer Academy.....	South Byfield, Mass.	Sarah Hale Stickney.....	Lowell, Mass.....
Howard Collegiate Institute.	West Bridgewater, Mass.	B. B. Howard (deceased).	
Worcester Academy.....	Worcester, Mass.....	{ Hon. Joseph H. Walker.. Hon. Gardner Colby (deceased). Hon. J. Warren Merrill.. Rev. Wm. Lamson, D. D. (deceased.)	Worcester, Mass..... Newton, Mass..... Cambridge, Mass..... Gloucester, Mass.....

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$1,355	\$1,355						For indebtedness, students' aid, and library; \$1,250 from Hon. Reuben Hitchcock, Painesville, Ohio, and \$105 from Congregational Church at Painesville.
20,000		\$5,000		\$13,000			\$13,000 for scholarships and prizes, and \$5,000 for improvements of buildings and campus; purpose of \$2,000 reported for 1882-'83 not specified.
2,000		2,000					Towards a new building.
2,000		2,000					Towards paying for new building.
1,600							In buildings and money; purpose not specified.
3,700		3,700					For repairs and improvements on buildings; \$1,500 reported for 1882-'83 and \$2,200 for 1883-'84.
34,000	34,000						A bequest of thirty building lots, valued at \$6,000, from Rev. A. G. Button; \$27,000 are for indebtedness and the remainder for endowment; \$27,200 of the whole amount are subject to annuities during life of donors; \$6,000 belong to 1882-'83 and \$28,000 to 1883-'84.
1,100	1,100						For improvements.
250						\$250	For library.
200		200					For repairs.
2,500		2,500					For a new wing to the college building for art, library, and reading room.
2,500	600	500					To found the academy, on condition that the school be maintained four years.
130	1,400					100	Books valued at \$100 and a fine globe.
		30					Chemicals worth \$30 and a few books.
5,500		5,000					Ground and building, valued at \$5,000.
		200					For apparatus.
7,500	7,500					300	For library.
							For permanent endowment.
12,500	5,000						For endowment.
	7,500						
65,100	15,000	50,000					\$50,000 for a building and \$15,000 for endowment.
						100	\$100 for library.
500		500					For fitting up chemical laboratory.
							Donations of books, minerals, and a fine historical chart.
25							Purpose not specified.
10,000	10,000						To be known as the Stickney fund, in honor of the father of the donor; income only to be used.
200,000	200,000						For the founding of a school for girls and young women.
25,900							For repairs, furnishings, scholarship, and permanent endowment; \$11,200 are reported as for 1882-'83 and the remainder for 1883-'84.

TABLE XXIII.—Statistics of educational benefactions for eighteen months ending June 30,

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
PREPARATORY SCHOOLS— Continued.			
Austin Academy.....	Centre Strafford, N. H.	Daniel Austin (deceased)	Boston, Mass.....
Phillips Exeter Academy....	Exeter, N. H.....	{ John C. Phillips	Boston, Mass.....
Kimball Union Academy.....	Meriden, N. H.....	{ Various persons	
McColloim Institute.....	Mt. Vernon, N. H.....	{ Estate of James Boyd	Antrim, N. H.....
		{ Hon. Thomas B. Peddie	Newark, N. J.....
Peddie Institute.....	Hightstown, N. J....	{ S. Van Winkle	New Brunswick, N. J.
		{ A. F. Job	Hightstown, N. J....
		{ Mr. Longstreet	Holmdel, N. J.....
		{ Others	
Cazenovia Seminary.....	Cazenovia, N. Y.....	{ Mrs. S. Guernsey Griffin	Troy, N. Y.....
		{ Various persons	
Cook Academy.....	Havana, N. Y.....		
Kenyon Grammar School.....	Gambier, Ohio.....	Columbus Delano	Mt. Vernon, Ohio....
Western Reserve Academy....	Hudson, Ohio.....		
		{ Payne Pettebone	Wyoming, Pa.....
		{ William Connell	Scranton, Pa.....
Wyoming Seminary.....	Kingston, Pa.....	{ Rev. L. L. Sprague	Kingston, Pa.....
		{ Wyoming annual conference.	
		{ Many persons	
Wilkes-Barre Academy.....	Wilkes-Barre, Pa....	{ H. Baker Hillman.....	Wilkes-Barre, Pa....
Rogers High School.....	Newport, R. I.....		
McTyeire Collegiate Institute.	Mackenzie, Tenn....	Citizens	Mackenzie and vicinity, Tenn.
Manchester College.....	Manchester, Tenn....	Mrs. J. D. Wooton and Mrs. J. G. Willis.	
Burr and Burton Seminary....	Manchester, Vt.....	Hon. Mark Skinner	Chicago, Ill.....
Wayland University.....	Beaver Dam, Wis....	{ Various churches and individuals.	Milwaukee, Wis....
Markham Academy.....	Milwaukee, Wis....	{ John C. Spencer	Milwaukee, Wis....
Yankton College.....	Yankton, Dak.....		
University of New Mexico.	{ Santa Fé, N. Mex....	{ Stephen W. Dorsey	Cleveland, Ohio....
		{ Rev. Henry M. Ladd, D. D.	
INSTITUTIONS FOR SECONDARY INSTRUCTION.			
Andrews Institute.....	{ Andrews Institute, Ala.	{ President of institute.....	
Trinity Normal School.....	{ Athens, Ala.....	{ Freedmen's Aid Society	
Lowery's Industrial Academy.	{ Huntsville, Ala....	{ Various persons	
		{ Various sources	
Rust Normal Institute.....	Huntsville, Ala....	Freedmen's Aid Society of the M. E. Church.	
		{ J. H. Cassidy	New York, N. Y.....
Talladega College.....	Talladega, Ala.....	{ Mrs. Nancy M. Stone and Miss Abbie Stone.	Jefferson, Ohio....
Southland College and Normal Institute.	Helena, Ark.....	Phebe H. Metford (dec'd).	New York.....
Melbourne Academy.....	Melbourne, Ark....	A. F. Benson.....	Melbourne, Ark....
Quitman College.....	Quitman, Ark.....	Many friends	
Texarkana Gymnasium.....	Texarkana, Ark.....	Freedmen's Aid Society of the M. E. Church.	
St. Joseph's Academy.....	Sacramento, Cal....	Agricultural Society.....	Sacramento, Cal....
Urban School.....	San Francisco, Cal..	Mrs. Sweetzer	Cordelia, Cal.....
Wolfe Hall.....	Denver, Colo.....	Miss Catharine L. Wolfe..	New York, N. Y....

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$4,030							Purpose not specified.
35,000	\$25,000						For permanent fund.
300	10,000						Purpose not specified.
108		\$108					In furniture.
3,665		3,500				\$75	\$1,500 for steam apparatus and \$90 for gymnasium from Hon. Thomas B. Peattie; from others \$75 for library and \$2,000 for steam apparatus.
5,500	500						For endowment; income only to be used.
10,256	5,000						For general expenses.
1,000	10,256						For improvements.
100	1,000	1,000					Donor and purpose not specified.
29,000	2,500						For indebtedness.
	1,500						
	1,000						
	1,000						
	20,000						For endowment fund.
800		800					A fine lot and new school building as a memorial to his son, on condition that the name of the academy be changed to Harry Hillman Academy.
500		500					Cabinets, curiosities, pictures, and furniture.
							For improvement of buildings.
55					\$55		A bell for school.
300		300					For prizes.
							For furnishing ladies' rooms.
25				25			For a prize in declamation.
7,000	7,000						Chiefly for current expenses.
6,000							Purpose of gift of \$5,000 not specified.
							Purpose of gift of \$1,000 not specified.
680		680					For furniture.
107		75				\$32	\$75 for an organ and \$32 for student aid.
500	500						For general purposes.
800	800						For support of school.
10,969	5,000	5,000		1,000			For a new building.
							For theological scholarships.
5,000	5,000						Donor and purpose of \$4,969 not given.
102						102	In aid of college; paid to college trustees of Indiana Yearly Meeting in May, 1883.
1,230	1,230						Appleton's Cyclopædia, 17 volumes.
100	100						For indebtedness.
							To meet deficit.
550	550						For general purposes.
20		20					For chemical apparatus.
1,500	1,500						For general purposes.

TABLE XXIII.—Statistics of educational benefactions for eighteen months ending June 30.

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Tillotson Academy	Trinidad, Colo.	Various persons .....	.....
Mystic Valley English and Classical Institute.	Mystic Bridge, Conn.	Several persons .....	.....
Wilmington Conference Academy.	Dover, Del.	C. M. Wharton	Dover, Del.
Cookman Institute.	Jacksonville, Fla. ...	Various persons .....	.....
Bartow Classical Institute ...	Adairsville, Ga.	Hon. Judson Clemments ..	La Fayette, Ga.
Cedartown Male and Female Academy.	Cedartown, Ga.	Citizens	Cedartown, Ga.
Samuel Bailey Male Institute.	Griffin, Ga.	Samuel Bailey (deceased).	Griffin, Ga.
Arterberry's Academy	Monroe, Ga.	Stephen Felkir	Monroe, Ga.
Morganton Academy	Morganton, Ga.	Teacher of school .....	.....
Rutledge High School	Rutledge, Ga. ....	.....	.....
Angusta District High School.	Thomson, Ga.	Various citizens	Thomson, Ga.
Walthourville Academy.....	Walthourville, Ga. ....	.....	.....
German Evangelical Lutheran School.	Addison, Ill.	Members of institution ..	.....
Jenrings Seminary and Aurora Normal School.	Aurora, Ill.	Rev. R. D. Sheppard	Aurora, Ill.
German-American Academy of Chicago.	Chicago, Ill.	{ German American School Association.	.....
Richmond Normal School....	Richmond, Ind.	{ Gustav Hinstorff	Chicago, Ill.
Coe College	Cedar Rapids, Iowa.	Various persons .....	.....
Denmark Academy	Denmark, Iowa .....	.....	.....
St. Mary's Catholic School ..	Des Moines, Iowa.	Church .....	.....
Danish High School	Elkhorn, Iowa	Danish Lutheran Church of America.	.....
Epworth Seminary	Epworth, Iowa .....	.....	.....
Lenox College	Hopkinton, Iowa	{ Mrs. Helen Finley	Dubuque, Iowa
Humboldt Academy and Normal School.	Humboldt, Iowa	{ Mrs. T. M. Sinclair	Cedar Rapids, Iowa.
Friends' Academy	Le Grand, Iowa.	Citizens of county .....	.....
New Providence Academy...	New Providence, Iowa.	Several persons.	New Providence, Iowa.
Cedar Valley Seminary	Osage, Iowa .....	.....	.....
Pleasant Plain Academy	Pleasant Plain, Iowa ..	.....	.....
Freedmen's Academy of Kansas.	Dunlap, Kans. ....	.....	.....
Female Academy	Bardstown, Ky.	Mrs. S. M. Lawson	Newburgh, N. Y.
Dudley Institute	Frankfort, Ky.	Bishop T. M. Dudley	Louisville, Ky.
State University.....	Louisville, Ky.	{ J. D. Rockefeller	New York, N. Y.
.....	.....	{ Baptist Home Mission Society.	New York, N. Y.
.....	.....	{ Other sources .....	.....
Prestonburg Seminary.....	Prestonburg, Ky.	Col. W. H. May	Prestonburg, Ky.
Princeton Collegiate Institute	Princeton, Ky.	Various persons .....	.....
Madison Female Institute ..	Richmond, Ky. ....	.....	.....
Baldwin Seminary	Baldwin, La.	John Baldwin .....	.....
St. Hyacinth's Convent	Monroe, La.	Young Catholic Friends' Society.	Monroe, La.
Gould Academy	Bethel, Me.	Citizens	Bethel, Me.
Greely Institute	Cumberland Centre, Me.	Alumni association of the institute.	.....
Westbrook Seminary and Female College.	Deering, Me. ....	.....	.....

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$8,000	\$8,000						For general purposes.
21	21						Foundation of an endowment fund.
2,000	2,000						For payment of debt on condition that \$8,000 additional be raised.
1,000					\$1,000		To aid students and pay for buildings.
100		\$100					Two medals for best essays on elocution.
6,000		6,000					For apparatus.
100		100					To erect buildings.
49					40		For building.
180					180		To aid poor students.
2,000		2,000					For orphans.
75		75					For new school buildings.
665							For furniture.
600						\$600	Purpose not specified.
} 16,000	{	16,000					Books and periodicals, valued at \$600.
							Ground and building for a permanent institute.
4,500							Forty volumes to library.
20,000		20,000					Purpose not specified.
900	900						For new building.
400							Interest to be used for teachers' salaries.
300	300						Purpose not specified.
1,600		1,600					For general purposes.
} 5,080	{	5,000					For purchase of ladies' boarding hall.
							For endowment fund.
400		400				80	For library and prizes.
330	250					80	For repair of building.
250	250						\$80 for the library and \$250 to supplement tuition fees.
1,000							For general purposes.
50							Donor and purpose not specified.
1,200							Donor and purpose not specified.
							Donor and purpose not specified.
							Eighty volumes to the library.
							Gold medal for encouragement of study of English.
} 3,750	{	500					} For support of teachers and other expenses.
		2,750					
100		500					For repairs.
1,633	1,633						For the endowment fund.
12,000	12,000						To liquidate debt.
20,000		20,000					Buildings and thirty acres of land valued at \$20,000.
50					50		For indigent children.
50	50						For current expenses.
20						20	For library.
10,000	10,000						To increase endowment.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Freedom Academy	Freedom, Me.	Francis B. Hays .....	.....
Berwick Academy	South Berwick, Me. ....	.....	.....
Charlotte Hall School	Charlotte Hall, Md. ....	.....	.....
McDonogh Institute	McDonogh, Md.	Dr. Zenus Barnum	Baltimore, Md.
Nichols Academy	Dudley, Mass.	H Ezekiah Conant	Pawtucket, R. I.
Prospect Hill School for } Young Women.	Greenfield, Mass.	{ Mrs. Chester W. Chapin	Springfield, Mass.
Bromfield School	Harvard, Mass.	{ Other friends .....	.....
Northfield Seminary	Northfield, Mass.	{ T. Hall Cook .....	.....
.....	.....	{ Morgan Scott	London, England
.....	.....	{ Mrs. M. F. Hall .....	.....
.....	.....	{ B. F. Roy .....	.....
Wesleyan Academy	Wilbraham, Mass. ....	.....	.....
Somerville School	St. Clair, Mich.	Mark Hopkins	St. Clair, Mich.
Spring Arbor Seminary	Spring Arbor, Mich. ....	.....	.....
St. Olaf's School	Northfield, Minn. ....	.....	.....
Rochester Seminary and Normal School	Rochester, Minn. ....	.....	.....
Gustavus Adolphus College	St. Peter, Minn.	Congregations of the Swedish Evangelical Lutheran Augustana Synod. ....	.....
Methodist District High School	Black Hawk, Miss. ....	.....	.....
Harperville College	Harperville, Miss. ....	.....	.....
Bellevue Collegiate Institute	Caledonia, Mo. ....	.....	.....
Concordia College	Gravetown, Mo. ....	.....	.....
Parkville College	Parkville, Mo.	Various persons .....	.....
Pierce City Baptist College	Pierce City, Mo.	Various persons .....	.....
Hales College	Piedmont, Mo.	Various persons .....	.....
Lutheran High School	St. Louis, Mo. ....	.....	.....
Salem Academy	Salem, Mo.	J. W. Wingo and students.	Salem, Mo.
Franklin Academy	Franklin, Nebr.	Numerous friends .....	.....
Hastings College	Hastings, Nebr.	{ Cyrus H. McCormick.	Chicago, Ill.
.....	.....	{ J. B. Heartwell	Hastings, Nebr.
Gates College	Neligh, Nebr.	{ Citizens	Hastings, Nebr.
Brownell Hall	Omaha, Nebr. ....	.....	Chicago, Ill.
Silver Ridge Seminary	Silver Ridge, Nebr.	{ Morris K. Jesup	New York, N. Y.
.....	.....	{ Mrs. Cyrus H. McCormick	Chicago, Ill.
Luther Academy	Wahoo, Nebr.	{ Mrs. Margaret Wood	Poughkeepsie, N. Y.
.....	.....	{ Citizens	Saunders County, Nebr.
Proctor Academy	Andover, N. H.	Various persons .....	.....
School for Boys	Holderness, N. H. ....	.....	.....
Blair Presbyterial Academy	Blairstown, N. J.	Hon. John I. Blair	Blairstown, N. J.
Gymnasium or Preparatory Department of the German Theological School of Newark, N. J.	Bloomfield, N. J. ....	.....	.....
South Jersey Institute	Bridgeton, N. J.	William Bucknell.	Philadelphia, Pa.
Centenary Collegiate Institute.	Hackettstown, N. J.	{ Mrs. Mary F. Graves.	Lynn, Mass.
Hoboken Academy	Hoboken, N. J. ....	.....	.....
Beacon Street German-American School	Newark, N. J.	Louis Svein and others .....	.....
German-American Elementary and High Grammar School	Newark, N. J.	{ Mrs. Ottendorfer.	New York, N. Y.
.....	.....	{ Frauen-Verein	Newark, N. J.
.....	.....	{ Young Ladies' Society.	Newark, N. J.

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and gen- eral purposes.	Grounds, buildings, furniture, and ap- paratus.	Professorships.	Fellowships, scholar- ships, and prizes.	To aid indigent stu- dents.	Library and museum.	
5	6	7	8	9	10	11	12
\$150		\$150					For repairs on building.
10,000							Purpose not specified.
20,000		20,000					To erect chapel.
70,000	\$70,000						For technical instruction.
125						\$125	For the school library.
2,325		3,000					} For addition to school building.
270		325				270	
							For books and apparatus.
8,867	8,867						For general uses.
5,000	5,000						For payment of debt.
1,000		1,000					For apparatus.
500							Donor and purpose not specified.
888							Donor and purpose not specified.
20							Donor and purpose not specified.
1,500							Purpose not specified.
700		700					For repairs of buildings.
250						250	Books valued at \$250.
1,164		1,164					For improvement of building.
700		700					To erect building.
30,000					\$5,000		\$5,000 to aid indigent students; purpose
3,000		3,000					of \$25,000 not specified.
20					20		To pay debt on building.
500							To pay tuition of orphans.
							Donor and purpose not specified.
2,257	2,257						Books for library.
							To remove indebtedness.
25,000		5,000					For McCormick Hall.
		11,000					} For a second college building.
		9,000					
3,000							Donor and purpose not specified.
12,000		12,000					Towards a new building as a memorial
							to the donor's mother.
300		100					} For enlarging building.
		100					
		100					
7,000							\$7,000 and ten acres of land; purpose of
500							money not specified.
12,000		12,000					Purpose not specified.
100,000	100,000						To build a chapel.
3,500				\$3,500			For endowment; income only to be
							used.
							For foundation of scholarships.
100						100	For library.
600						400	French casts for illustration of physi-
						200	ology.
1,475	1,475						Works of art.
3,000							To pay off mortgage.
							Purpose not specified; \$500 from Mrs.
							Ottendorfer, of New York, and \$2,500
							from proceeds of a fair.
750	500						} For general purposes.
	180						
	70						

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Albany Academy.....	Albany, N. Y.	Henry Ramsay	Schenectady, N. Y. .
Ives Seminary	Antwerp, N. Y.	{ Hon. Willard Ives	Watertown, N. Y. .
Argyle Academy	Argyle, N. Y.	{ Charles Pool	Theresa, N. Y. .
Cayuga Lake Military Academy.	Aurora, N. Y.	Several persons.	Aurora, N. Y. .
		Trustees of the academy.	
		{ Fred. Williams.	Belleville, N. Y. .
Union Academy	Belleville, N. Y.	Judge J. Mullin.	Watertown, N. Y. .
		Various persons	
Bridgehampton Literary and Commercial Institute.	Bridgehampton, N. Y.	Proceeds of exhibition	
Adelphi Academy	Brooklyn, N. Y.	Several persons.	
		{ Mrs. George Hadley	Buffalo, N. Y. .
The Hoffman School	Buffalo, N. Y.	{ Mr. Woolworth	Sandusky, Ohio.
Cherry Valley Academy	Cherry Valley, N. Y.	Principal of school	
Clinton Grammar School	Clinton, N. Y.	{ Hon. H. Sheldon	New York, N. Y. .
Delaware Academy	Delhi, N. Y.	{ Edwin C. Sheldon	Chicago, Ill.
Marshall Seminary	Easton, N. Y.	Friends' Yearly Meeting	
S. S. Seward Institute	Florida, N. Y.	F. W. Seward	Montrose, N. Y. .
Hartwick Seminary	Hartwick Seminary, N. Y. .	Various persons	
Le Roy Academic Institute..	Le Roy, N. Y.	William Lampson	Le Roy, N. Y. .
Macedon Academy	Macedon Centre, N. Y.	Various persons	
New Paltz Academy	New Paltz, N. Y.	Various persons	
Friends' Seminary	New York, N. Y.	I. M. Chesbrough (deceased).	
Chili Seminary	North Chili, N. Y. .		
		{ Zion's First German Evangelical Lutheran Church	Rochester, N. Y. .
Lutheran Proseminary	Rochester, N. Y.	{ New York Lutherisches Ministerium.	
		Various individuals	
Southold Academy	Southold, N. Y.	Henry Hutting	Southold, N. Y. .
St. Mary's Academy	Troy, N. Y.	Various persons	
Oakwood Seminary	Union Springs, N. Y.	Friends' Yearly Meeting	
Brevard High School	Brevard, N. C.	George W. Tilson	Knoxville, Tenn. .
Scotia Seminary	Concord, N. C.	{ E. A. Graves	Morristown, N. J. .
Concordia College	Conover, N. C.	{ Many others	
		Various persons	
Bennett Seminary	Greensboro', N. C. .	{ Freedmen's Aid Society of M. E. Church.	
		{ Others	
Ellsworth School	Henderson, N. C.	Several persons	
King's Mountain High School.	King's Mountain, N. C.	Alumni of school	
Kinston College	Kinston, N. C.	Dr. H. O. Hyatt	Kinston, N. C.
Brown Seminary	Leicester, N. C.	Freedmen's Aid Society	
Moravian Falls Academy	Moravian Falls, N. C.	Citizens	Moravian Falls, N. C.
Friends' School	New Garden, N. C. .	Miles White Beneficial Society.	Baltimore, Md.
Trap Hill Institute	Trap Hill, N. C.	Several persons	
Waynesville High School	Waynesville, N. C. .	Several persons	
Yadkin College	Yadkin College, N. C.	Numerous persons	
Albany Enterprise Academy.	Albany, Ohio		
Grand River Institute	Austinburg, Ohio. .	Capt. L. B. Austin.	

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$1,000				\$1,000			For a scholarship for indigent students.
5,000	\$5,000						For endowment.
899		\$890					For repair of building.
6,000							Purpose not specified.
1,432						\$900	Geological specimens, curiosities, &c., valued at \$500, and books valued at \$400.
100	100					400	Books valued at \$150 and \$250 in money for library.
2,000		2,000				132	For the library in books.
							To pay insurance and indebtedness.
200	200						Books and philosophical apparatus valued at \$2,000.
150		150					Geological and mineralogical collections.
1,000		500					Collection of native and foreign woods.
820	820	500					To supplement salary.
3,000	3,000						\$150 for books and apparatus.
200							For improvement of grounds.
1,200	(1,200)						For current expenses.
20,000		20,000					Apparatus and books.
24,000							For endowment.
30,000					\$30,000		Books and apparatus valued at \$200.
							For debts and repairs, on condition that subscribers become voters in electing studies.
							For rebuilding.
							Donor and purpose not stated.
							The proceeds to aid indigent students, on condition that the school bear the donor's name.
2,800		1,500					Principally for the education of German Lutheran ministers.
150		800					
6,000	6,000	500					For current expenses.
500		500					To liquidate debt.
10						10	For repairs.
10,960		10,960					Books for students.
250		250					For building and furnishing.
3,100							To pay for buildings.
21				21			\$600 for furniture and student aid; purpose of remainder not specified.
							Five gold medals for prizes.
							50 volumes to society libraries.
50	50						Physical apparatus.
500		500					For teacher's salary.
500		500					For additions to the buildings.
							To increase accommodations.
150		150					A map of the United States.
2,000							An acre lot, valued at \$150.
150					150		Purpose not specified.
2,000							Tuition for indigent students.
							Purpose not specified.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Friends' Boarding School . . .	Barnesville, Ohio . . .	{ Asa Garretson Elkinton Bros. and J. Scattergood. Mary Seevy Many others	Barnesville, Ohio . . .
Fostoria Academy	Fostoria, Ohio	{ Ex-President R. B. Hayes James Woolworth Various others	Fremont, Ohio Sandusky, Ohio
Green Spring Academy	Green Spring, Ohio . . .	Samuel Rieckly	Columbus, Ohio
Pleasantville Collegiate Institute.	Pleasantville, Ohio . . .		
Poland Union Seminary	Poland, Ohio	Various persons	
Western Reserve Seminary . .	Farmington, Ohio . . .	Several persons	West Farmington, Ohio.
Manual Labor, Boarding, and Day School.	Grand Ronde, Oreg . . .	Catholic Church	
Beaver College and Musical Institute.	Beaver, Pa		
Eldersridge Classical and } Normal Academy. }	Eldersridge, Pa	{ Dr. McCann T. B. Elder	Pittsburgh, Pa Eldersridge, Pa
Keystone Academy	Factoryville, Pa		
Linden Hall Seminary	Lititz, Pa	George W. Dixon	Bethlehem, Pa
Western Pennsylvania Classical and Scientific Institute.	Mount Pleasant, Pa . . .	Various persons	
Union Seminary	New Berlin, Pa	Several persons	
Friends' Select School	Oxford, Pa		
Sngartown Friends' School . . .	Sugartown, Pa	Henry Bentley	Philadelphia, Pa
Williamsport Dickinson Seminary.	Williamsport, Pa	Hon. John Patton	Curwensville, Pa . . .
Polytechnic and Industrial Institute.	Bluffton, S. C	Many persons	
Brainerd Institute	Chester, S. C	Citizens	Chester, S. C
Clinton College and High School.	Clinton, S. C	Various persons	
Benedict Institute	Columbia, S. C	{ Mrs. B. A. Benedict Others Mrs. J. H. Towne Mrs. R. C. Lincoln R. K. Damah H. R. Towne Mrs. W. H. Jenks Misses L. M. Towne and Ellen Murray.	Pawtucket, R. I Boston, Mass Boston, Mass Boston, Mass Stamford, Conn Philadelphia, Pa St. Helena, S. C
Penn School	Frogmore, S. C	{ John D. Slayback Aid Soc'y of M. E. Church Various persons Various persons	New York, N. Y
Kingsley Seminary	Bloomington, Tenn. . . .		
Bloomington College	Bloomington, Tenn. . . .		
Sullins College	Bristol, Tenn		
Chapel Hill Academy	Chapel Hill, Tenn		
Church Hill High School	Church Hill, Tenn		
Tennessee Valley College . . .	Evansville, Tenn	{ Alexander Smith William H. Price W. P. Davison Joe S. Evens R. N. Glespie W. T. Glass J. W. Bowen and wife John Orr C. S. Martin	Church Hill, Tenn Church Hill, Tenn Evansville, Tenn Evansville, Tenn Gordonsville, Tenn. . . . Nashville, Tenn
Gordonsville Academy	Gordonsville, Tenn. . . .		
East Nashville Academy	Nashville, Tenn		
Holston Seminary	New Market, Tenn. . . .	Freedmen's Aid Society	
Eadsoc Institute	Orme's Store, Tenn. . . .		
Lauderdale Institute	Ripley, Tenn	Principal of school	
Pure Fountain College	Smithville, Tenn.	Wheeler and Osborne	Nashville, Tenn

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$100							Purpose of gift of \$100 not specified. Human skeleton and a phonograph.
2,000	\$500 1,500						For indebtedness and current expenses, on condition of securing \$6,000.
800		\$500 100 200					For furniture on condition that \$5,000 be raised. 100 chairs.
600							Purpose not specified.
400	400						For endowment, on condition of raising \$10,000.
250							Purpose not specified.
500	500						For indebtedness.
100	100						30 volumes to the society libraries.
1,719							Foundation for an endowment fund.
25,000		25,000					Donor and purpose not specified.
2,000	2,000						For a chapel.
3,000	3,000						For payment of debts.
75							For endowment fund.
60						\$60	Donor and purpose not specified.
1,000	1,000						Johnson's Encyclopedia, valued at \$60, on condition that the school shall continue five years.
2,000					\$2,000		For endowment.
217		217					To aid indigent students.
170	10	160					For workshop.
14,000		14,000					\$10 for endowment, \$10 for apparatus, and \$150 for improvement of building and apparatus.
650					650		For an additional building.
300	50	250					For the education of the freedmen and their children. Books were also received and the principals Misses Towne and Murray give their services.
2,500		2,500					For new building.
2,500		2,500					For current expenses.
250							For college building.
200	100 100						For a new building, on condition that one costing \$8,000 be built.
400		400					Donor and purpose not specified.
1,000		1,000					To pay indebtedness.
40							To build dormitories.
100	100						One acre of land worth \$1,000.
323					325		Terrestrial globe and gold medal.
							For salaries of teachers.
							Gift of organ.
							Tuition to indigent students.
							Twenty-five volumes to the library.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Edwards Academy	White Pine, Tenn ..	Many persons .....	.....
Woolsey College	Woolsey College, Tenn.	Mrs. Sarah C. Hatch	Hiawatha, Tenn
Buffalo Gap High School.....	Buffalo Gap, Tex.....	.....	Buffalo Gap, Tex.....
Texas Wesleyan College.....	Fort Worth, Tex.....	{ Rev. A. A. Johnson.....	Fort Worth, Tex.....
Wiley University.....	Marshall, Tex	{ W. H. Cannon.....	Philadelphia, Pa
German-English Academy.....	Rockdale, Tex.....	Freedmen's Aid Society of M. E. Church.	.....
Central College	Sulphur Springs, Tex	.....	.....
Brigham Academy	Bakersfield, Vt.....	Mrs. Sarah B. Jacobs.....	Boston, Mass
Goddard Seminary.....	Barre, Vt.....	Many persons .....	.....
Essex Classical Institute.....	Essex, Vt.....	Mary Fletcher.....	Burlington, Vt.....
Lyndon Institute	Lyndon Centre, Vt..	{ D. P. Hall	Lyndon, Vt.....
McIndoe's Falls Academy...	McIndoe's Falls, Vt.	{ L. B. Harris	Ludlow, Vt.....
Leland and Gray Seminary...	Townshend, Vt.....	{ T. N. Vail	Boston, Mass
Hartshorn Memorial College.	Richmond, Va	{ S. S. Thompson.....	Lyndon, Vt.....
Storer College	Harper's Ferry, W. Va.	Several others .....	.....
St. Mary's Institute.....	Prairie du Chien, Wis	Various persons .....	.....
Carroll College Academy ...	Waukesha, Wis.....	{ J. C. Hartshorn	Providence, R. I. ...
Dakota College	Spearfish, Dak.....	{ Various others	Providence, R. I. ...
Lewis Collegiate Institute...	Lewiston, Idaho	{ Charles Lewis .....	.....
Las Vegas Academy.....	Las Vegas, N. Mex ..	{ Others	Prairie du Chien, Wis
Willard Academy.....	American Fork, Utah.	Hon. J. Lawler .....	.....
Ogden Seminary	Ogden, Utah.....	Various persons and churches.	.....
Provo Seminary	Provo City, Utah ..	Various persons in New England.	.....
Rowland Hall.....	Salt Lake City, Utah.	D. E. Vernon.....	Lewiston, Idaho
St. Mark's School	Salt Lake City, Utah.	New West Education Commission.	Chicago, Ill.....
Salt Lake Collegiate Institute.	Salt Lake City, Utah.	.....	.....
Salt Lake Seminary	Salt Lake City, Utah.	{ Woman's Home Mission Society.	.....
INSTITUTIONS FOR THE DEAF AND DUMB AND THE BLIND.		{ Parent missionary board of M. E. Church.	.....
Voice and Hearing School for the Deaf.	{ Englewood, Ill.....	A lady	Philadelphia, Pa.....
Horace Mann School for the Deaf.	{ Boston, Mass	Churches, Sunday schools, and individuals in the East.	.....
	
		{ J. L. McCague	Omaha, Nebr
		{ C. S. Watkins	Davenport, Iowa.....
		{ C. T. Boggs	Lincoln, Nebr
		{ Professor and Mrs. A. Graham Bell.	Washington, D. C. ..
		{ Thomas Gaffield	Boston, Mass

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$500		\$500					For building and grounds.
100	\$100						For indebtedness.
1,000		1,000					To finish buildings.
11,850		10,000					{ College campus, valued at \$10,000 and purpose not specified of gift of \$1,850.
3,300	(3,300)						To maintain school and buildings.
150	150						For current expenses.
2,000	2,000						For general purposes.
350		300				\$50	\$300 for repairs on buildings and \$50 for books and apparatus.
8,500	8,500						For permanent fund.
2,000		2,000					To purchase and furnish a boarding-house.
26,000	25,000					1,000	{ \$25,000 for endowment and \$1,000 for library, cabinet, laboratory, &c.
100		100					For repairs.
460	460						For general purposes.
9,350	8,500						{ To found an institution for the higher education of young colored women.
8,000	850						{ For general purposes.
1,500	2,000						{ For general purposes.
	1,000						{ For general purposes.
1,500		1,500					To aid in erecting dormitory building; also stone for foundation and superintendence of work donated.
14,500	14,500						\$14,000 for endowment and \$500 for current expenses.
1,100	1,100						To liquidate debt.
5,000		5,000					To erect building; given in land valued at \$5,000.
7,500	(6,000)						\$6,000 for indebtedness, salary of principal, and finishing of building; purpose of \$1,500 not specified.
100		100					For an organ.
800							Purpose not specified.
300							Donor and purpose not specified.
500						500	For library.
6,000				\$6,000			For scholarships.
1,950							Purpose not specified.
9,000							Purpose not specified.
65							To be used at principal's discretion.
282					\$277		{ For industrial training for needy pupils and for purchasing clothing for such.
					5		

1834; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$12,439	\$12,439						For payment of debt; \$593 from bequests and the remainder from collections during 1882-'83 and 1883-'84. Purpose of gift of \$500 not specified.
600							Purpose of gift of \$100 not specified.
2,270	2,200	\$15				\$55	\$2,200 for general purposes, \$15 for gymnasium, and \$55 for library.
780	349						For general purposes.
	406						
	25						
897		897					For building fund.
760	285						For general purposes.
	475						
75,000	11,000						Land worth \$20,000 and \$55,000 in cash for buildings.
	2,500						
	61,500						
1,200	1,200						For general purposes.
85	85						For general purposes.
998							Purpose not specified.
10,000	10,000						For endowment.
1,342							Purpose not specified; in small subscriptions made during two years.
7,308	7,308						For general purposes.
300	300						Oil portrait of President Garfield valued at \$300. The trustees and patrons of the training school design to subscribe the value of the picture and present the painting to Garfield Memorial Hospital and the money to the training school.
13,350	13,000	350					\$13,000 subscribed for founding the schools, \$350 on a \$500 new grand piano, and assistance given in various ways by many friends.
5,207	5,207						\$1,026 subscribed by friends during the year ending September 30, 1883, toward the building of a narrow-gauge railway, and \$4,181 donated to the "free fund" during the same time. A Chickering grand piano has also been given to the institution by the subscriptions of friends.

TABLE XXIII.—*Statistics of educational benefactions for eighteen months ending June 30,*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
MISCELLANEOUS.			
Cincinnati Museum Association.	} Cincinnati, Ohio ...	Charles W. West	
		Hon. Nicholas Longworth.	
		R. R. Springer	
		From subscriptions for the year ending March 1, 1884.	
City of Baltimore, Md		Enoch Pratt	Baltimore, Md
City of Fall River, Mass.....		Mrs. Mary B. Young	Fall River, Mass....

1884; from replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$542,331	\$150,000						For endowment fund.
	\$71,631						For the founding of the Art School of Cincinnati.
		\$20,000					For better accommodations for the Art School.
							Special purpose not designated of this subscription amounting to \$700.
1,058,333						1,058,333	\$833,333 paid to the city and building valued at \$225,000 more transferred to the city by Mr. Pratt. For this the city is to pay to the trustees of the Enoch Pratt Library an annual sum of \$50,000 forever, to be spent by them as they may see fit in providing the people of Baltimore with a free library.
500,000		500,000					Probable value of lot given and building to be erected thereon and furnished with mechanical, philosophical, and chemical apparatus, and upon completion to be conveyed to the city of Fall River for a high school, to be called the Bradford Matthew Chaloner Durfee High School, as a memorial of the son of the benefactor.

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, compiled from publishers' announcements by the United States Bureau of Education.*

Name of book and author.	1	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
ARCHAEOLOGY, FINE ARTS, AND MUSIC.						
The Manners and Customs of the Ancient Egyptians. By Sir John Gardner Wilkinson. New edition, revised and corrected by S. Birch. In 3 volumes. Vols. 1 and 2. Illustrated.		S. E. Cassino & Co.	Boston, Mass.	8vo	28+510; 11+515	Each \$0 00
The Catalogue of the Art Department of the Manufacturers and Mechanics' Institute, Boston, Mass., 1883. Illustrated.		Cupples, Upham & Co.	do	4to	300	3 00
The Voice as a Musical Instrument. By Chas. H. S. Davis, M. D.		Oliver Ditson & Co.	do	8vo	336	40
Fourth Music Reader. By Julius Etzberg and J. B. Sharland.		Ginn, Heath & Co.	do	8vo	292	1 03
The Independent Music Reader. By Luther Whiting Mason.		do	do	8vo	315	70
Independent Music Reader and Hymn and Tune Book for Mixed Voices, Combined.		do	do	8vo	315	1 03
Examples for Elementary Practice in Delineation. By Charles H. Moore. For use of schools and isolated beginners. 20 plates.		Houghton, Mifflin & Co.	do	4to	15	2 00
The Lost Arts. By Wendell Phillips.		Lee & Shepard	do	8vo	93	25
The Great Composers. By Lezokiah Butterworth. Illustrated. A concise history of the development of music, with biographies of the most celebrated composers.		D. Lothrop & Co.	do	16mo	2-179	Paper, 1 00
Engenè Fremontin, Painter and Writer. By M. Louis Gonsse. Translated by Mary Caroline Robbins. Illustrated.		James R. Osgood & Co.	do	Sq. 8vo	114-280	3 00
Indian Myths, or Legends, Traditions, and Symbols of the Aborigines of America. By Ellen Russell Emerson. Plates and diagrams.		do	do	8vo		5 00
Walter Smith's Drawing for Public Schools: Books 5 and 6. Clark edition		do	do			
Teachers' Manual for Books 5 and 6. Clark edition		do	do			
Art Recreations: A Guide to Decorative Art. Edited by Marion Kemble. New edition. Illustrated.		Frang Educational Co	do			Per doz., 1 00
Introductory Lessons in Drawing and Painting in Water Colors. By Marion Kemble. Self instructive. New edition, revised and enlarged.		do	do	12mo	74-442	50
Batcheller's Bouquet of Songs. (Topic sol fa)		S. W. Tilton & Co.	do	12mo	94	Paper, 50
Human Proportion in Art and Anthropometry. By Robert Fletcher, M. D. With a bibliography and illustrations.		do	do	8vo	37	Paper, 50
Gymnastics of the Voice. By Oskar Guttmann. Designed for schools and self-instruction. Second edition, revised and enlarged. Illustrated.		S. R. Winchell & Co.	do	12mo	15+207	1 25
Manual for the Use of Teachers, to Accompany the Readers and Charts of the Normal Music Course. By John W. Tutts and H. E. Holt.		Moses King	Cambridge, Mass.	8vo	69	50
Normal Music Course: First Reader		Edgar S. Werner	Albany, N. Y.	12mo		
Second Reader		D. Appleton & Co.	New York, N. Y.	12mo		
Third Reader		do	do	Sq. 12mo		40
Teachers' Manual		do	do	do		75
Rote Songs of First Reader		do	do	do		50
		do	do	do		75

Charts, First and Second Series Charts, with Holder.....	do do	do do	8vo	13+398; 12+40	7 00 9 00 13 50
History of Art in Chaldaea and Assyria. By Geo. F. Peck and Charles Chipiez. Translated and edited by Walter Armstrong. 2 volumes. Engravings and colored plates.	A. C. Armstrong & Co	do	8vo		
Animal Drawing.....	Cassell & Co	do	4to	6	2 00 25 25
Same in Twelve parts.....	do	do	4to		
Cassell's Doré Gallery. Engravings selected from different works. With memoir of Doré by Edmund Ollier. In 50 parts. Part 1. 5 plates.	do	do	4to		
China Painting. By Florence Lewis. With 16 original colored plates.	do	do	8vo	52	2 50
Flower-Painting in Water Colors. By F. Edward Hulme. Second series	do	do	8vo	19	2 50
Original Etchings by American Artists. With introduction by S. R. Koeller.	do	do	Folio	20 plates.	20 00
Some Modern Artists and Their Work. Edited by Wilfrid Meynell. Illus- trated.	do	do	4to	7+244	5 00
Trees and How To Paint Them in Water Colors. By W. H. J. Boot. With 18 colored plates and wood engravings.	do	do	Obl. 12mo	24 pp and col'd pl.	2 50
The United States Art Directory and Year-Book. Compiled by S. R. Koeller.	do	do	8vo		2 00
A History of Ancient Sculpture. By Lucy M. Mitchell. With numerous illustrations and 6 plates in phototype.	Dodd, Mead & Co.	do	4to	29+766	12 50
A Score of Etchings: Twenty examples by the most celebrated English etchers, with critical and descriptive text by Roger Riordan.	do	do	Folio		15 00
Music and Song from Chaucer to Tennyson. Compiled by L. L. Carmela Koelle.	E. P. Dutton & Co	do	16mo	128	1 25
Troja: Results of the Latest Researches and Discoveries on the Site of Homer's Troy. By Henry Schliemann. Illustrations, map, and plans.	Harper Bros	do	8vo	40+424	7 50
Franklin Square Song Collection, No. 1	do	do			50
Franklin Square Song Collection, No. 2	do	do			60
Introductory Exercise Books. Drawing. By G. G. White	Ivson, Blakeman, Taylor & Co.	do			58
Light and Shade and Landscape. By George G. White. Four series of lessons selected from White's Progressive Art Studies. Illustrated.	do	do	4to	168	3 00
The Science and Art of Model and Object Drawing. By Lucas Baker. Illustrated.	do	do	12mo	102	85
The Theory of Design. By Lucas Baker. Illustrated.	do	do	12mo	248	1 25
Theory of Design. By G. G. White	do	do	100		1 00
Porcelain Painting after the Dresden Method: Practical Hints for Ama- teurs. By F. Scauloppe Hill.	Judson Printing Co.	do	12mo		35
Krone's Drawing Studies in Tints	Krone Bros	do			50
Krone's Pencil Drawing Books. Primary 4 nos	do	do			For dozen, 84
How to Understand Music. By W. S. B. Matthews. With dictionary and encyclopedia of musical terms. Fourth edition.	Townsend MacCom	do	12mo	210+87	2 00
Dictionary of Music and Musicians, 1450-1883. Edited by Sir George Grove, D. C. L. Vol. 3. Illustrated.	Macmillan & Co	do	8vo	7-463	6 00
Lectures on Painting. By Edward Amisage. Illustrated	do	do			
The Spanish Masters: An Outline of the History of Painting in Spain. By Emelyn W. Washburn. Illustrated.	G. P. Putnam's Sons	do	8vo		1 75
Voice, Song, and Speech: A Practical Guide for Singers and Speakers, from the Combined View of the Vocal Organ and the Voice Trainers. By Lennox Browne, M. D., and Emil Benke. Illustrated.	do	do	8vo	5+194	2 00
Everybody's Paint-Book. By F. B. Gardner. A guide to the art of outdoor and indoor painting. Illustrated.	M. T. Richardson	do	12mo	4+183	4 50 1 00

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c. — Continued.*

Name of book and author.	1	Name of publisher.	2	Place of publication.	3	Size of book.	4	Number of pages.	5	Price.	6
ARCHAEOLOGY, FINE ARTS, AND MUSIC.—Continued.											
Decoration in Painting, Sculpture, Architecture, and Art Manufactures. New series. Vol. 5. Illustrated.			Scribner & Welford	New York, N. Y.		4to.				\$3 00	
Great Musicians Series:			do	do		12mo.		136		1 00	
Vol. 8. Handel. By Mrs. Julian Marshall.			do	do		12mo.				1 00	
Vol. 9. Mendelssohn. By W. S. Rockstro.			do	do		12mo.		131		1 00	
Vol. 10. Mozart. By F. Gehring.			do	do		4to.		22+184		10 50	
The Renaissance of Art in Italy. By Leader Scott. An illustrated history.			do	do		8vo.		654+432		4 00	
Historical Hand-Book of Italian Sculpture. By Charles C. Perkins. Illustrated.			Charles Scribner's Sons.	do							
Music in America. By Fred. L. Ritter.			do	do		12mo.		12+423		2 00	
Music in England. By Fred. L. Ritter.			do	do		12mo.		6+231		1 50	
Hints on Architectural Draughtsmanship. By G. W. Tuxford Hallatt.			E. & F. N. Spon	do		8vo.		80		60	
An Outline History of Painting for Young Students. By Clara Erskine Clement. Illustrated.			White, Stokes & Allen	do		8vo.		7+320		2 50	
English Cathedrals: Their Architecture, Symbolism, and History. Compiled by E. W. Boyd. Illustrated.			Thomas Whitaker	do		18mo.		63		60	
The Art of England. By John Ruskin. Lectures given in Oxford.			John Wiley & Sons.	do		12mo.		4+33		50	
Fors Clavigera: Letters to the Workmen and Laborers of Great Britain. By John Ruskin. New series. 3 parts, Lost Jewels, Dust of Gold, and Ashested.			do	do		12mo.		2+20; 20+73; 34+56	Each,	10	
Modern Painters. By John Ruskin. Vol. 2. Ideas of beauty and the imaginative faculty. Rearranged and revised by the author.			do	do		12mo.		12+258		1 00	
St. Mark's Rest: The History of Venice. By John Ruskin. People's edition.			do	do		12mo.		4+185		50	
Sesame and Lilies. By John Ruskin. People's edition.			do	do		12mo.		49+4—186		50	
The Table-Book of Art. A History of Art in All Countries and Ages. By P. T. Sandhurst. Illustrated. New edition.			R. Worthington	do		4to.		243		5 00	
Outlines for Little Painters. By Helen J. A. Miles. Illustrated.			E. & J. B. Young & Co.	do		8vo.		2—30		50	
Song Life. By P. Phillips			C. W. Bardeen	Syracuse, N. Y.						50	
Root and Case's Our Song World.			John Church & Co.	Cincinnati, Ohio						60	
Showalter's Temple of Song.			do	do						50	
Ancient Egypt in the Light of Modern Discoveries. By H. S. Osborn, LL.D. Map and illustrations.			Rob. Clarke & Co.	do		12mo.		232		1 25	
Suggestions to China Painters. By M. Louise McLaughlin.			do	do		Sq. 12mo.		96		1 00	
BIBLIOGRAPHY AND LITERATURE.											
English Literature. By Prof. A. H. Welsh. University edition. 2 vols in 1.			S. C. Griggs & Co.	Chicago, Ill.		Crown 8vo.				3 00	

History of the Literature of the Scandinavian North from the most Ancient Times to the Present. By F. Winkel Horn. Translated by Rasmus B. Anderson. For students.	do	8vo	7+507	3 50
Key to Maetz's Study of English Literature.	do	8vo	69	50
Samuel Adams: The Man of the Town-Meeting. By James K. Hosmer.	Baltimore, Md	8vo		35
Johns Hopkins University Studies, second series.	Baltimore, Md	8vo		
Lives of the Most Eminent English Poets. By Samuel Johnson. Notes by Peter Cunningham and life of the author by Philip B. Macaulay. New ed. 2 vols.	Boston, Mass	12mo	22+675; 648	3 00
Francis Bacon: (Lord Verulam.) A Critical Review of His Life and Character; with selections from his writings. By R. G. Lovejoy. Adapted for colleges and high schools.	do	12mo	14+277	1 00
Brownell: An Anglo-Saxon Poem. With text and glossary on the basis of Heyne's fourth edition, edited, corrected, and enlarged by James A. Harrison and Robert Sharp.	Ginn, Heath & Co	12mo	329	1 25
Cadmon's Exodus and Daniel. Edited from Grein, with notes and glossary, by Theodore W. Hunt.	do	12mo	121	65
Life of Wordsworth, the Prelude, and Thirty-three Poems.	do	12mo		
Classics for Children: Life and Adventures of Robinson Crusoe. Edited, for the use of schools, by W. H. Lambart.	do	12mo	203	40
Stories of the Old World. By Rev. Alfred J. Church, M. A.	do	12mo	354	50
Shakespeare's Merchant of Venice. Hudson and Lamb's edition.	do	12mo	115	30
Scott's Quentin Durward. Edited by Charlotte M. Yonge.	do	12mo		40
Memory Gems in Prose and Verse. Selected by W. H. Lambart.	do	12mo	160	35
Manual of English Prose Literature. By William Minto, M. A.	do	12mo	560	2 15
Method of English Composition. By T. Whiting Bancroft.	do	12mo		60
Notes on Shakespeare's Versification. By George H. Browne.	do	12mo	34	30
Two Shakespeare Examinations. By William Taylor Thom.	do	12mo	154	56
American Men of Letters. Edited by Charles Dudley Warner; Margaret Fuller Ossoli. By Thos. Wentworth Higginson. Portrait.	Houghton, Mifflin & Co.	16mo	4+323	1 25
American Statesmen. Edited by John T. Morse: Vol. IX. Albert Gallatin. By John Austin Stevens.	do	12mo	5+419	1 25
Balzac. By Edgar Everson Salts. For students in French literature. Portrait.	do	12mo	2+199	1 25
The Book-Lover's Enchiridion: Thoughts on the Solace and Companionship of Books and Topics Incidental Thereto. Compiled by Alex. Ireland.	do	16mo	20+478	2 00
A Brief Hand-Book of American Authors. By Oscar Fay Adams.	do	16mo	9+188	75
A Brief Hand-Book of English Authors. By Oscar Fay Adams.	do	12mo	5+102	75
Modern Classics: No. 33. Selections from the "Breakfast-Table Series" and "Pages from an Old Volume of Life." By Oliver Wendell Holmes.	do	24mo	332	40
Primer of American Literature. By Charles F. Richardson. New and revised edition.	do	24mo	117	30
Riverside Literature Series, with Notes and Questions: Studies in Longfellow. By Wm. C. Gannett.	do	16mo	70	15
Longfellow's Children's Hour, &c.	do	16mo	70	15
Shakespeare's Complete Works. With glossarial, historical, and explanatory notes, by Richard Grant White. In 3 vols. I. Comedies. II. Histories and Poems. III. Tragedies.	do	8vo	46+884; 6+928; 6+1027	7 50
The same. In 6 vols.	do	8vo		15 00
Works of Ralph Waldo Emerson. New Riverside edition: I. Nature. Addresses and lectures.	do	12mo	1+372	1 75
II. Essays. First series.	do	12mo	343	1 75

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c.—Continued.*

Name of book and author.	1	2	3	4	5	6
BIBLIOGRAPHY AND LITERATURE—Continued.						
Works of Ralph Waldo Emerson. New Riverside edition—Continued.						
III. Essays. Second series.		Houghton, Mifflin & Co.	Boston, Mass.	12mo	270	\$1 75
IV. Representative Men.		do	do	12mo	276	1 75
V. English Traits.		do	do	12mo	296	1 75
VI. Conduct of Life.		do	do	12mo	308	1 75
VII. Society and Solitude.		do	do	12mo	316	1 75
VIII. Letters and Social Aims.		do	do	12mo	6+333	1 75
IX. Poems.		do	do	12mo	815	1 75
X. Lectures and Biographical Sketches.		do	do	12mo	463	1 75
XI. Miscellanies.		do	do	12mo	425	1 75
Blaisdell's Study of English Classics.		Lee & Shepard.	do	do	do	1 50
A Dictionary of the Anonymous and Pseudonymous Literature of Great Britain; Including the Works of Foreigners Written in or Translated into the English Language. By Samuel Halliwell and Rev. J. Laing. Vol. 2.		Lockwood, Brooks & Co.	do	8vo	do	10 50
Ideal Poems from the English Poets. Illustrated.		D. Lothrop & Co.	do	8vo	2-71	3 00
Pleasant Authors for Young Folks. By Amanda B. Harris. Illustrated.		do	do	12mo	2-188	1 00
The Greek Question and Answer. By Louis Day.		James R. Osgood & Co.	do	8vo	2-19	50
The Lady of the Lake. By Sir Walter Scott. Edited with notes by William J. Rolfe. Illustrated. Students' edition.		do	do	12mo	do	75
Classic Series:						
The Lay of the Last Minstrel; Marmion; The Lady of the Lake. By Sir Walter Scott.		Roberts Bros	do	16mo	6+403	1 00
The Vicar of Wakefield. By Oliver Goldsmith. Illustrated by Wm. Mulready.		do	do	16mo	8+267	1 00
The Life and Adventures of Robinson Crusoe. By Daniel Defoe. Illustrated by Thos. Stothard.		do	do	16mo	16+555	1 00
Classic Tales. By Maria Edgeworth. With a biographical sketch by Grace A. Oliver.		do	do	16mo	38+332	1 00
Paul and Virginia. By Bernardin de Saint-Pierre. Illustrated by Lalauze.		do	do	16mo	do	1 00
The Life of Nelson. By Rob. Southey. With illustrations by Birket Foster.		do	do	16mo	314	1 00
History of Charles XII. King of Sweden. By François-Marie-Arouet de Voltaire. With maps and portraits.		do	do	16mo	20+352	1 00
Lays of Ancient Rome; with Iviy and the Armada. By Thomas Babington (Lord) Macaulay. New edition, with illustrations by F. R. Wagnell.		do	do	16mo	252	1 00
The Pilgrim's Progress. By John Bunyan. Illustrations.		do	do	16mo	3-357	1 00
Classic Heroic Ballads. Edited by the Editor of "Quiet Hours"		do	do	16mo	7+269	1 00

The Intellectual Life. By Philip Gilbert Hamerton. Author's edition.	do	16mo.	15+455	1 50
The Law in Shakespeare. By C. K. Davis	do	12mo.	12+303	2 00
English Lyrics. A selection of lyrics from Sir Thomas Wyatt to the present century.	D. Appleton & Co	16mo.	12+235	1 25
Poems from the Works of William Cullen Bryant for Homes, Libraries, and Schools. Compiled by Josephine E. Hodgdon. Illustrated.	do	12mo.	96	Paper,
The Sonnets of John Milton. Edited by Mark Pattison	do	16mo.	227	1 25
Japan; Travels and Researches Undertaken at the Cost of the Prussian Government. By J. J. Rehn. Second edition. Illustrations and colored maps.	A. C. Armstrong & Co	8vo.	7 50	7 50
The Principles of Written Discourse. By Theodore W. Hunt.	do	12mo.	11+363	1 00
A System of Rhetoric. By C. W. Barden.	A. S. Barnes & Co.	12mo.	8+130+673	1 50
India; The Land and the People. By Sir James Caird. With map.	Cassell & Co.	8vo.	3 00	1 50
Beren's Handbook of Methodology.	Clark & Maynard.	16mo.	112	80
The Canterbury Tales. Prologues annotated.	do	16mo.	112	Per doz., 3 60
Clark & Maynard's English Classics:	do	do	do	do
Irving's Legend of Sleepy Hollow	do	do	do	do
Lamb's Tales from Shakespeare	do	do	do	do
Spencer's Philosophy of Style.	do	do	do	do
De Quincey's Joan of Arc	do	do	do	do
The Academy Orthoepist	do	do	do	do
Milton's Lycidas and Hymn on the Nativity	do	do	do	do
Bryant's Thanatopsis, &c	do	do	do	do
Shakespeare Reader	do	do	do	do
Thackeray's Roundabout Papers	do	do	do	do
Kellogg's Text-Book on English Literature	do	do	do	do
Paradise Lost. Book I. With notes	do	12mo.	478	1 20
Pope's Essay on Man.	do	do	94	Per doz., 3 00
School Edition of Shakespeare's Plays. By Brauerd Kellogg, A. M. With notes, examination papers, and plan of preparation:	do	do	72	Per doz., 2 40
As You Like It	do	do	do	do
King Henry V	do	do	do	do
King Henry VIII	do	do	do	do
Wykes' Shakespeare Reader. With notes	do	do	do	do
The Lady of the Lake. By Sir Walter Scott. With illustrations, by F. T. Merrill and F. B. Schell. New edition.	do	do	do	do
A Bird's-Eye View of English Literature from the Seventeenth Century to the Present Time. By Henry Grey.	T. Y. Crowell & Co	16mo.	160	Per doz., 3 60
By-Ways of Literature; or, Essays on Old Things and New, in the Customs, Education, Character, Literature, and Language of the English-speaking People. By David Hilton Wheeler.	do	8vo.	332	2 50
India: What Can It Teach Us? By F. Max Müller. A course of lectures delivered before the University of Cambridge; with an introduction and notes by Alex. Wilder, M. D.	E. P. Dutton & Co	16mo.	84	40
Same	Funk & Wagnalls	12mo.	247	25
English Men of Letters. Edited by John Morley:	do	12mo.	252	25
Richard Brinsley Butler Sheridan. By Mrs. M. O. W. Oliphant	John W. Lovell Co.	12mo.	267	20
Henry Fielding. By Austin Dobson	Harper & Bros	12mo.	8+199	75
Joseph Addison. By W. J. Courthope	do	12mo.	8+184	75
Francis Bacon. By R. W. Church	do	12mo.	4+182	75
Folk Lore of Shakespeare. By Rev. T. F. Dyer	do	8vo.	6+214	75
Motley Leaflets. By Josephine E. Hodgdon. Illustrated	do	Cr. 8vo.	5+553	2 50

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c. — Continued.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
BIBLIOGRAPHY AND LITERATURE — Continued.					
Rollo's English Classics. Notes and illustrations:					
Venus and Adonis, etc.	Harper & Bros.	New York, N. Y.	16mo.		\$9 40
Titus Andronicus	do	do	16mo.		40
Sonnets	do	do	16mo.		49
Italian By-Ways. Par James Addington Symonds.	Henry Holt & Co	do	12mo.	4+318	1 50
Romans Choisis:					
Dossia. Par Henry Gréville.	Wm. R. Jenkins	do	12mo.		60
L'Abbé Constantin. Par Ludovic Halévy. Nouvelle édition.	do	do	12mo.	2—193	60
Le Mariage de Gérard. Par Théuriet	do	do	16mo.		60
A Modern Proteus; or, A List of Books Published Under More Than One Title. By Ja. Lyman Whitney.	F. Leyppoldt.	do	16mo.	2—106	75
Corpus Poeticum Boreale: The Poetry of the Old Northern Tongue, from the Earliest Times to the Thirteenth Century. Translated and edited with notes by Gudbrand Vigfusson and F. York Powell. 2 volumes.	Macmillan & Co	do	8vo.	130+575; 712	10 50
Egypt and the Egyptian Question. By D. Mackenzie Wallace.	do	do	8vo.	11+521	4 00
French Poets and Novelists. By Henry James. New edition.	do	do	16mo.	344	1 50
Prose Works of Matthew Arnold. Library edition:	do	do	12mo.		1 50
Vol. 1. Essays in Criticism.	do	do	12mo.		1 50
Vol. 2. On the Study of Celtic Literature—On Translating Homer.	do	do	12mo.		1 50
Vol. 3. Culture and Anarchy—Friendship's Garland.	do	do	12mo.		1 50
Vol. 4. Mixed Essays. Irish Essays.	do	do	12mo.		1 50
Vol. 5. Literature and Dogma.	do	do	12mo.		1 50
Vol. 6. God and the Bible	do	do	12mo.		1 50
Vol. 7. St. Paul and Protestantism—Last Essays on Church and Religion.	do	do	12mo.		1 50
Sacred Books of the East. Edited by F. Max Müller:	do	do	8vo.	59+350	2 75
Vol. 15. The Upanishads. Translated by F. Max Müller. Pt. 2.	do	do	8vo.	45+454	3 25
Vol. 21. The Saddharma-Piṇḍarika, or the Lotus of the True Law. Translated by H. Kern.	J. S. Ogilvie & Co.	do	12mo.	2—150	50
One Thousand Popular Quotations. Compiled by J. S. Ogilvie.	Phillips & Hunt.	do	8vo.	4+736	3 00
Echoes from Palestine. By Rev. J. W. Mendenhall. With map and illustrations.	Geo. P. Putnam's Sons	do	16mo.	3+194	25
Art and Literature. Edited by Titus Munson Coan.	do	do			
British Orations. Edited by Prof. Henry K. Adams.	do	do			
High School and College Reader of German Literature. By W. H. Rosenstengel.	do	do			1 75
The History of French Literature. By Henri Van Laun. New edition.	do	do	8vo.		3 50
On English Literature in the Reign of Victoria, with a Glance at the Past. By Henry Morley. Popular edition.	do	do	16mo.		75

Pen Pictures of Earlier Victorian Authors. Edited by William Shepard.	do	do	16mo.	3+288	1 25
Plutarch for Boys and Girls. Selected and edited by Prof. John S. White. Illustrated.	do	do	4to	8+225; 3+268; 2+326	3 60
Prose Masterpieces from Modern Essayists. Edited by G. H. Putnam. 3 vols.	do	do	16mo.	8+225; 3+268; 2+326	3 75
Sketches of Early English Literature. By E. W. Washburn.	do	do	8vo	4+267	1 50
Studies in Literature. Edited by Titus Munson Coan.	do	do	16mo.	1 75	1 25
Tuckerman's English Prose Fiction.	do	do	8vo	1 75	1 25
Milton's Poems. Russell edition.	do	do	do	1 75	1 25
Paul and Virginia. Student's edition.	do	do	do	1 75	1 25
Thomson's Seasons. Student's edition.	do	do	do	1 75	1 25
English Verse. Collected and edited by W. J. Linton and R. H. Stoddard.	do	do	do	1 75	1 25
Vol. I. Chaucer to Burns.	Chas. Scribner's Sons	do	16mo.	52+371	1 00
Vol. II. Lyrics of the XIXth Century.	do	do	12mo.	41+336	1 00
Vol. III. Ballads and Romances.	do	do	16mo.	22+351	1 00
Vol. IV. Dramatic Scenes and Characters.	do	do	16mo.	28+242	1 00
Vol. V. Translations.	do	do	16mo.	48+336	1 00
The Wisdom of Goethe. By J. Stuart Blackie. Containing a list of citations prepared especially for this edition, with references to the text of the more important works.	do	do	16mo.	83+258	1 25
The Elements of Rhetoric and Composition. By David J. Hill. A text book for schools. New edition.	Sheldon & Co	do	12mo.	17+270	1 00
New History of English Literature. By Thos. B. Shaw. Also a history of English literature in America, by Truman J. Backus. Revised edition.	do	do	12mo.	6—480	1 25
Plutarch's Lives. Translated by J. and W. Langhorne. Revised with index. 4 vols.	Fred. Warne & Co	do	8vo		5 00
Heroes of Literature. By John Dennis. A book for young readers.	do	do	12mo.		1 50
Complete Rhetoric. By C. W. Bardeen.	E. & J. B. Young & Co	do	12mo.	6+406	1 75
Bibliography of the Bacon-Shakespeare Controversy. By W. H. Wyman.	C. W. Bardeen	Syracuse, N. Y.	8vo	2—124	1 50
The Game of Mythology. By Laura Wheaton Abbott Cooke.	Peter G. Thomson	Cincinnati, Ohio	do		1 00
A Plea for Spoken Language. By James E. Murdoch. An essay upon comparative elocution.	do	do	12mo.	320	50
A Native American Authors and their Productions. Especially Those in the Native Languages: A Chapter in the History of Literature. By Daniel G. Brinton, M. D.	Van Antwerp, Bragg & Co	Philadelphia, Pa	8vo	5—60	1 00
The Iniquitous Book of Rites. Edited by Horatio Hale, M. D. (Library of aboriginal American literature, No. 2.)	D. G. Brinton	do	8vo		3 00
Hand-Book of Mythology. By S. A. Edwards. For school and academies.	do	do	8vo	222	1 15
Short Studies in Literature. For the use of schools. Albert F. Southwick.	Eldredge & Bro	do	16mo.	253	1 35
Trumble's Short Course in Literature.	do	do	16mo.	165	1 50
The Book Lover's Encyclopaedia. Compiled by Alexander Ireland. American edition revised and enlarged.	do	do	16mo.	312	22 50
Life of Samuel Johnson, LL. D. By James Boswell. New edition, with and appendices by Alex. Napier. Five volumes.	do	do	8vo		80 00
Samé. Large paper edition. Five volumes.	do	do	8vo	400	3 00
Our Young Folks' Plutarch. Edited by Rosalie Kaufman. Map and illustrations.	do	do	8vo		6 00
DICIONARIES AND ENCYCLOPEDIAS.					
Cyclopedia of Political Science, Political Economy, and of the Political History of the United States. Edited by John J. Lalor. In 3 volumes. Vol. 3. Oath-Zollverein.	Melbert B. Cary & Co	Chicago, Ill.	8vo	4+1136+3	

Paper,

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c.—Continued.*

Name of book and author.	1	2	3	4	5	Price.
DICTIONARIES AND ENCYCLOPEDIAS.—Continued.						
Complete Hand-Book of Synonyms and Antonyms. By Rev. S. Fallows.		The Standard Book Company.	Chicago, Ill.	16mo.	512	\$1 00
Hand-Book of Abbreviations and Contractions. By Rev. S. Fallows.		do	do	16mo.	40	40
Hand-Book of Britishisms, Americanisms, Colloquial and Provincial Words and Phrases. By Rev. Samuel Fallows.		do	do	24mo.	51	25
Wharton's Law Lexicon. By John J. S. Wharton. Seventh edition, by J. M. Lely.		Soule & Bugbee	Boston, Mass.	8vo	6+882	8 00
Dictionary of American and English Law. By Stewart Rapallo and Robt. L. Lawrence. 2 volumes.		Fred. D. Linn & Co.	Jersey City, N. J.	8vo	38+716; 2721—1980	12 00
Burning Words of Brilliant Religious Literature of All Ages. By Josiah H. Gilbert.		D. R. Niver	Albany, N. Y.	8vo	6+551	3 00
Jenkins's Handy Lexicon, on the Basis of the Vest-Pocket Lexicon.		A. S. Barnes & Co.	New York, N. Y.	12mo.	563	1 00
American Almanac and Treasury of Facts, for the Year 1884. Edited by Ainsworth R. Spofford. Popular edit. n.		American News Company.	New York, N. Y., and Washington, D. C.	12mo.	312	25
The Encyclopedic Dictionary. By Robt. Hunter, assisted by various eminent authorities. In 12 vols. Vol. 1-4.		Cassell & Co.	New York, N. Y.	4to.	.....	3 00
De Lohme, Wallace and Bridgeman's French and English Dictionary. New edition.		do	do	.....	.....	1 50
Dictionary of Quotations from English and American Poets. Based upon Bohn's edition. Revised, corrected, and enlarged.		Thos. Y. Crowell & Co.	do	8vo	8+701	2 50
Bayce's Pearl English Dictionary.		do	do	48mo.	284	27
A Religious Encyclopedia; or, Dictionary of Biblical, Historical, Doctrinal, and Practical Theology. Based on the Real-Encyclopædie of Herzog, Piitt, and Hauck. Edited by Philip Schaff, D. D., Rev. S. A. Jackson, and Rev. D. S. Schaff. In 3 vols. Vol. 3. With maps.		Funk & Wagnalls	do	4to.	20+1715— 2631	6 00
The Friend of All: A Cyclopædia of Practical Information for the House-keeper, the Gardener, the Farmer, the Artisan, the Business Man, and the Young Folks. Edited by Charles M. Green. Illustrated, and 27 full-page colored maps.		S. W. Green's Son	do	4to.	2-1639	7 50
Encyclopædia Britannica. Ninth edition. Vols. xv, xvi, and xvii. With maps and illustrations.		Samuel L. Hall	do	8vo	.....	5 00
Day's Collator: An Encyclopedia of Prose Quotations. Compiled by Edward Parsons Day.		International Printing and Publishing Office.	do	4to.	16+1216	12 00
A New English Dictionary on Historical Principles. Edited by Ja. A. H. Murray, LL. D. Part 1. A-Ant.		Macmillan & Co	do	4to	16+352	3 25
Yoman's Dictionary of Every-Day Wants. By A. E. Youman, M. D. New edition.		J. S. Ogilvie & Co	do	8vo	539	4 00
Diccionario Tecnológico, Inglés-Español y Español-Inglés. By Nestor Ponce De Leon. Parts 1 and 2.		N. Ponce De Leon	do	4to	48; 49—96	Paper, each, 50

Dictionary of Dates and Useful Information Relating to All Ages and Nations. By Joseph Hayden. 18th edition.	10+1018
The Globe Pronouncing Gazetteer of the World. With 32 maps.	3+462+1
The Hand Book Dictionary of the English, French, and German Languages, in Parallel Columns. By Geo. F. Chambers.	721
The World's Progress: An Index to Universal History and Cyclopedia of Facts, Dates, and General Information. Compiled by Geo. P. Putnam.	6 00
Revised and continued to this by Fred. B. Perkins and Lydia E. Jones.	5 00
A Dictionary of Contemporaries, containing Biographical Sketches of Present Living Characters of Both Sexes. Revised and brought down to 1884 by Thompson Cooper. Eleventh edition.	1168
Dictionary of Useful Animals. By F. L. Simmonds.	2 00
A Glossary of Terms Used in Coal Mining. By Wm. Stuckey Grestey. Illustrations and diagrams.	2 00
Am-Henn's Latin and English Dictionary	8+123
Zahner's German and English Dictionary	236
The Bijou Gazetteer of the World. By W. H. Rosser. New and revised edition.	640
Chambers's New Handy-Volume. American Encyclopedia. A reprint of the last Edinburgh and London edition, with large additions upon topics of interest to Americans. In 12 volumes.	18 00
The International Encyclopedia of Surgery. Edited by John Ashhurst, Jr., M. D. In 6 vols. Vol. 4. Plates.	6 00
A Vest-Pocket Medical Lexicon. By D. B. St. John Roosa. New revised edition.	75
Chambers's Encyclopedia. Revised edition. 10 volumes. Illustrated.	25 00
Thesaurus of English Words and Phrases. By P. M. Roget. New edition.	2 00
The Universal Cyclopedia of Law. By W. W. Thornton. Comprising nearly 14,000 statements of the law, with a full appendix of forms.	5 00
The Phonographic Dictionary. By Benn Putnam and Jerome B. Howard.	2 50
Ames's Universal Encyclopedia. Arranged and brought down to the year 1880, by L. Colange.	7 50
Dictionary of the English Language. By Noah Webster. Counting-house and family edition. Illustrated.	3 50
A New School Dictionary of the English Language. By Joseph E. Worcester. Illustrated.	1 00
Comprehensive Dictionary of Biography. By Edward A. Thomas. With portrait.	2 50
Stoddard's Encyclopedia Americana. Companion to the "Encyclopedia Britannica" and to all other encyclopedias. Vol. 1. A-Cen. Illustrated.	8 00
People's Dictionary and Every-Day Encyclopedia. Compiled by William Balston Balch.	2 00
The Pocket Manual, No. 2. By Rev. John M. Heron.	50
EDUCATION.	
New Manual of Reformed Phonetic Short-Hand. By Andrew J. Marsh. New revised edition.	2 00
Elmer's Model Speaker.	1 25
The Gladstone Speaker.	30
Jacques's Work and Play.	50
Abbreviated Long Hand. By Wallace Ritchie.	25

G. P. Putnam's Sons.	8vo.	do.	10+1018
do.	12mo.	do.	3+462+1
do.	16mo.	do.	721
do.	8vo.	do.	44+1028
Geo. Routledge & Sons	8vo.	do.	1168
E. & F. N. Spon	16mo.	do.	8+123
do.	8vo.	do.	236
E. Steiger & Co	do.	do.	85
do.	do.	do.	75
F. Varne & Co	48mo.	do.	75
John D. Williams	12mo.	do.	18 00
Wm. Wood & Co	8vo.	do.	1000
do.	48mo.	do.	320
R. Worthington	8vo.	do.	25 00
do.	12mo.	do.	2 00
Edward Thompson	8vo.	Northport, N. Y.	5 00
Phonographic Institute	16mo.	Cincinnati, Ohio	2 50
The Ames Publishing Co	8vo.	Philadelphia, Pa.	7 50
do.	4to.	do.	3 50
J. B. Lippincott & Co	8vo.	do.	1 00
Porter & Coates	12mo.	do.	2 50
J. M. Stoddard.	4to.	do.	8 00
Thayer, Merriam & Co	12mo.	do.	2 00
W. H. Thompson	24mo.	do.	50
A. L. Bancroft & Co	16mo.	San Francisco, Cal.	5-119
Belford, Clarke & Co	12mo.	Chicago, Ill.	448
W. I. Chase	16mo.	do.	3-100
T. S. Denison	do.	do.	Paper,
Hall Type-Writer Agency.	24mo.	do.	16
			Paper,

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c.—Continued.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
EDUCATION — Continued.					
Suggestions in Punctuation and Capitalization. For use of type-writer operators.	Hall Type-Writer Agency.....	Chicago, Ill.....	24mo.....	24	Paper, \$0 25
Remarks on Library Construction. By W. F. Poole. [Also] An examination of J. L. Smithmeyer's pamphlet," entitled "Suggestions on Library Architecture, American and Foreign. By Miss E. S. Kirkland.	Jansen, McClurg & Co.....	.....do.....	8vo.....	34	40
School Speaker. Compiled by Robert McLean Cunnock.	.....do.....	.....do.....	12mo.....	303	1 00
Speech and Manners for Home and School. By Miss E. S. Kirkland.	Geo. Sherwood & Co.....	.....do.....	Sq 10mo.....	3-263	1 00
Trade's Business Reader.	Normal Publishing House.....	Danville, Ind.....	15.....	4-5	1 04
Ragot's Method of Teaching Primary Writing.	.....do.....	.....do.....	15.....	1 25	1 25
Ragot's Normal Reader.	.....do.....	.....do.....	75.....	.....	75
Dooley's Normal Reader.	.....do.....	.....do.....	100.....	.....	1 00
Henry's Practical Debater.	.....do.....	.....do.....	.....	.....	25
Henry's High School Question Book.	.....do.....	.....do.....	12mo.....	76	25
Avenue Speaker. By J. F. Sharill.	University of Notre Dame.....	Notre Dame, Ind.....	12mo.....	49	Paper, 1 00
The Scholastic Annual for 1884. By J. A. Lyons.	M. G. Kimmel.....	Valparaiso, Ind.....	16mo.....	6-71	60
Long-Hand Sure-Hand. By M. G. Kimmel.	James P. Burbank.....	Boston, Mass.....	24mo.....	.....	.....
The Faults of Speech. By Alex. Melville Boll. A self-corrector and teacher's manual. New edition.	.....do.....	.....do.....	12mo.....	3-52	50
Visible Speech Reader. By Alexander Melville Boll. For the nursery and primary school.	Cupples, Upham & Co.....	.....do.....	12mo.....	153	1 25
The Mother's and Kindergarten's Friend. By Harvey Carpenter.	.....do.....	.....do.....	8vo.....	21	10
The Problem of Negro Education. By Geo. K. Stetson.	Ginn, Heath & Co.....	.....do.....	12mo.....	2-22	15
The African University. When Shall It Be? Where Shall It Be? What Shall It Be? By John W. Burgess.	.....do.....	.....do.....	12mo.....	8-40+50+	30
Hazen's Complete Spelling Book. By M. W. Hazen, M. A. For all grades of public schools.	Houghton, Mifflin & Co.....	.....do.....	16mo.....	90	75
Voices for the Speechless. Selections for schools and private reading. Compiled by Abraham Firth.	Leach, Shepell & Sanborn.....	.....do.....	8vo.....	71	11
Scholar's Grammar Book. By Charles Francis Adams, Jr. Third edition.	Lee & Shepard.....	.....do.....	Small 4to.....	.....	25
Lessons on Manners. By Edith E. Wiegman. School edition.	.....do.....	.....do.....	16mo.....	109	35
The Reading Club and Handy Speaker. No. 13. Edited by George M. Baker.	.....do.....	.....do.....	24mo.....	142	15
Untroubled Monography. By G. G. Allen. A self-instructor.	James R. Osgood & Co.....	.....do.....	Small 4to.....	.....	2 50
Fuller Sketches of Phillips Exeter Academy and Surroundings. By Frank H. Cummings.	.....do.....	.....do.....	12mo.....	4-362	50
Schools and Studies. By B. A. Hinsdale.	S. R. Winchell & Co.....	.....do.....	16mo.....	64	1 50
Primary Playdays. Edited by Samuel W. Mason.	Henry A. Young & Co.....	.....do.....	.....	.....	25
Manual of Gymnastic Exercises for Schools and Families. By Sam'l W. Mason. Eleventh edition, with additions. Illustrated.	.....do.....	.....do.....	.....	.....	40

The New Dialogues. By C. M. Barrows. For intermediate, grammar, and high schools.	do	do	16mo.	do	128	50
Trailer's Kindergarten Embroidery Design Cards. Large.	Milton Bradley Co.	Springfield, Mass.	do	do	Per doz.,	35
Same. Small.	do	do	do	do	Per doz.,	25
Kindergarten Drawing. By Nina Moore. New edition.	do	do	do	do	do	50
Eschbrook & Payne's New English Reader, No. 1.	Thorndike Nourse	Detroit, Mich.	do	do	do	24
Graves's New Graded Spelling Book.	American School Book Co.	St. Louis, Mo.	do	do	do	20
Gymnastics of the Voice. By Oskar Guttmann. Second edition, revised and enlarged. Illustrated.	Edgar S. Werner	Albany, N. Y.	12mo.	do	15+207	1 25
Appleton's Writing Charts. Prepared by Lyman D. Smith.	D. Appleton & Co.	New York, N. Y.	do	do	Per set, 1 88	1 88
The Home Library. By J. Brander Matthews. Illustrated. Appleton's Home Books, No. 11.	do	do	12mo.	do	154	60
Practical Essays. By Alex. Bain. Nine essays on various subjects, in great part a reprint of articles contributed to reviews.	do	do	12mo.	do	13+238	1 50
Barnes's New National Readers:	A. S. Barnes & Co.	do	12mo.	do	96	24
New National First Reader. Illustrated.	do	do	12mo.	do	176	41
New National Second Reader. Illustrated.	do	do	12mo.	do	240	59
New National Third Reader. Illustrated.	do	do	12mo.	do	do	82
New National Fourth Reader.	Catholic Publication Soc'y Co.	do	12mo.	do	188	1 00
Normal Reader. Young Catholic Series.	Clark & Maynard.	do	12mo.	do	do	25
Word Lessons. By Alonzo Reed, A. M. A speller for primary, intermediate, and grammar grades.	Thos. Y. Crowell & Co	do	16mo.	do	2+270	75
Hints to Our Boys. By James Andrew Symington. With an introduction by Lyman Abbott, D. D.	Dick & Fitzgerald.	do	16mo.	do	44	25
The Amateur Printer; or, Type-Setting at Home. By M. C. Hart. Complete instructor for the amateur in all the details of the printer's art, with explanatory engravings.	do	do	16mo.	do	do	50
Kavanaugh's New Speeches and Dialogues	B. Mason Hammett.	do	16mo.	do	2-24	10
On the Early Training of Girls and Boys: An Appeal to Working Women. By Edlice Hopkins. New edition.	Ivison, Blakeman, Taylor & Co.	{ New York, N. Y. Chicago, Ill. }	do	do	Paper,	62
Calkins's From Blackboard to Books.	do	do	do	do	Each,	21
Calkins's Reading Cards. First and second sets.	do	do	do	do	do	23
Young Composer. By H. N. Day.	do	do	do	do	Paper,	50
The Science and Art of Teaching. By Jos. Payne.	E. L. Kellogg & Co.	New York, N. Y.	16mo.	do	Per doz.,	70
Krone's Paragon Writing Books. Large series. Ten numbers.	Krone Bros.	do	do	do	do	60
Krone's Paragon Writing Books. Elementary course. Three numbers.	do	do	do	do	do	60
Regua's Combined Trial and Copy-Page Writing Books:	Geo. R. Lockwood & Son.	do	do	do	Per doz., 1 60	1 60
Primary Course, Nos. 1-3.	do	do	do	do	Per doz., 1 10	1 10
Intermediate Course, Nos. 4-6.	do	do	do	do	Per doz., 1 20	1 20
Grammar School Course, Nos. 7-12.	John W. Lovell Co	do	16mo.	do	7-128	10
The Childhood of the World: A Simple Account of Man in Early Times. By Ed. Clodd.	A. Lowell & Co	do	12mo.	do	311	1 50
Development Lessons for the Senses, on Size, Form, Place, Plants, and Insects. By E. V. DeGraff and M. K. Smith.	Macmillan & Co.	do	12mo.	do	12+256	1 60
Theory and Practice of Teaching. By Rev. Edward Thring.	National Temp. Soc. and Pub. House.	do	12mo.	do	120	25
Readings and Recitations, No. 5. Edited by Miss L. Penney. For schools and temperance societies.	Thos. Nelson & Sons.	do	do	do	do	50
Domestic Economy.	J. S. Ogilvie & Co	do	16mo.	do	7-122	20
Ninety-Nine Choice Recitations and Readings. Compiled by J. S. Ogilvie. Sixth series.	do	do	do	do	do	20

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c. — Continued.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
EDUCATION — Continued.					
New Graded Catholic Educational Series:					
First Reader.....	P. O'Shea.....	New York, N. Y.....			\$0 25
Second Reader.....	do.....	do.....			40
Third Reader.....	do.....	do.....			60
Fourth Reader.....	do.....	do.....			80
Fifth Reader.....	do.....	do.....			1 00
Guides and Guards to Character Building. By C. H. Payne, D. D.....	Philips & Hunt.....	do.....	12mo.....	360	1 50
Good Manners. By J. P. (Chautauqua text books, No. 43).....	do.....	do.....	24mo.....	41	10
Home College Series. 100 papers prepared by Dr. C. Adams, D. C. Babcock, and others, on a variety of subjects—biographical, historical, scientific, literary domestic, political, and religious.....	do.....	do.....	Each, 16mo.....	Each, 16	Paper, each, 5 cents; per hum., \$3.50.
Readings from Herbert Spencer on Education. Selected by Rev. Jesse B. Young, A. M. (Chautauqua text books).....	do.....	do.....	24mo.....	74	Paper, 10
The Teacher Before His Class. By J. L. Hughes. (Chautauqua text books).....	do.....	do.....	24mo.....	48	Paper, 10
American Colleges; Their Students and Work. By Chas. F. Thwing. Second edition, revised and enlarged.....	G. P. Putnam's Sons.....	do.....	8 1/2, 16mo.....	5+213	Paper, 1 25
The First Book of Knowledge. By Prof. Frederick Guthrie.....	do.....	do.....	16mo.....		1 00
Work for Women. By Geo. F. Manson. Putnam's Handy Book Series.....	do.....	do.....	16mo.....	5+139	35
Manliness in the Scholar. By Rob. S. Storrs, D. D.....	A. D. F. Randolph & Co.....	do.....	16mo.....	38	25
A New Collection of Comic Recitations and Humorous Readings. Edited and arranged by J. S. Burdett.....	Roorbach & Co.....	do.....	16mo.....	121	30
Kindergarten in Relation to Family Life. By Emily Shirreff.....	E. Steiger & Co.....	do.....			30
Kindergarten in Relation to Schools. By Emily Shirreff.....	do.....	do.....			30
A Manual for the Training and Education of the Feeble-Minded, Imbecile, and Idiotic. By Chas. H. S. Davis, M. D.....	do.....	do.....			25
The Use of Stories in the Kindergarten, and The Happyness of Childhood. By Miss Anna Buckland. Two essays read before the London Föbel Society.....	do.....	do.....	12mo.....	2+40	30
Franklin Copy-Books. Short course. 5 nos.....	Taintor Bros., Merrill & Co.....	do.....			Per doz., 97
Franklin's Phonetic Chart.....	do.....	do.....			29
Hillard & Campbell's New Franklin Fourth Reader.....	do.....	do.....			69
An Introductory Treatise on Elocution. By Mark Bailey.....	do.....	do.....	12mo.....		60
The Modern Spelling Book. By J. N. Hunt and H. I. Gourley.....	do.....	do.....	12mo.....	160	25
The Douglas Scrap Book for Ministers, Editors, Libraries, with Complete Analytical Index. By Thomas Douglas.....	H. Tibbals & Sons.....	do.....	4to.....	400	1 50
Campbell's First Reading Speller.....	Daniel Van Winkle.....	do.....			28
Campbell's Second Reading Speller.....	do.....	do.....			28
The Alphabet Children. By C. H. and W. G. Illustrated.....	White, Stokes & Allen.....	do.....	Folio.....		1 00
The Academic Speaker. By J. H. Gilmore.....	Scrantom, Wetmore & Co.....	Rochester, N. Y.....	12mo.....	2-344	1 25

Kerr's Teachers' Pocket Record	do	do	do	do	25
Lectures on Education. By J. Payne	C. W. Fadden	Syracuse, N. Y.	10mo	15+350	1 50
The Philosophy of Education; or, The Principles and Practice of Teaching. By T. Tate. With an introduction by Francis W. Parker. First American, from third London edition. (School bulletin publications.)	do	do	do	do	1 50
Southwick's Quizism	do	do	do	do	25
Compend of Phonography. By Elias Longley. For all styles of phonography.	Robert Clarke & Co.	Cincinnati, Ohio	12mo	32	Paper,
The Principles and Practice of Common School Education. By James Currie	do	do	12mo	12+424	1 50
The Reporter's Guide. By Elias Longley. For students in any style of phonography.	do	do	12mo	8+248	2 00
A Treatise on Pedagogy for Young Teachers. By Edwin C. Hewitt	Van Antwerp, Briggs & Co.	do	12mo	238	1 00
The Very Little Children's Speaker and Dialogue-Book. No. 1.	March Bros.	Lebanon, Ohio	10mo	70+12	Paper,
Butler's Series of Readers:	do	do	do	do	25
First Reader. Illustrated	E. H. Butler & Co.	Philadelphia, Pa.	12mo	3-90	20
Second Reader. Illustrated	do	do	12mo	3-156	30
Third Reader. Illustrated	do	do	12mo	3-208	40
Fourth Reader. Edited by Samuel Mcutchen. Illustrated.	do	do	12mo	3-256	50
Fifth Reader. Edited by L. B. Monroe	do	do	12mo	3-384	60
Advanced Fourth Reader. By L. B. Monroe	Coworthwait & Co.	do	12mo	do	75
Advanced Fifth Reader. By L. B. Monroe	do	do	12mo	129	1 00
The Handy-Book of Object Lessons. By J. Walker	J. B. Lippincott & Co.	do	16mo	192	1 25
Home and School Training. By Mrs. H. E. G. Arey	do	do	12mo	3-200	75
The Elocutionist's Annual, No. 11. Edited by Mrs. J. W. Shoemaker	National School of Elocution and Oratory.	do	12mo	do	35
Young Folks' Readings and Recitations	do	do	do	104	25
Same	do	do	do	do	15
Porter & Coates's Practical Copy Books:	Porter & Coates	do	12mo	do	1 44
Large series. Six books	J. E. Potter & Co.	do	12mo	256	25
Fenn's Favorites; 100 Choice Pieces for Reading and Speaking. Compiled by Frank H. Fenn.	do	do	do	do	do
ENCYCLOPEDIAS.					
FINE ARTS.					
(See Archaeology, Fine Arts, and Music.)					
GENERAL SCIENCE.					
Geological Excursions; or, The Rudiments of Geology for Young Learners. By Alexander Winchell, M. D. Illustrated.	S. C. Griggs & Co	Chicago, Ill	12mo	6+234	1 50
World-Life; or, Comparative Geology. By Alex. Winchell. Illustrated.	do	do	12mo	21+642	2 50
Outlines of Determinative Mineralogy. By C. Gilbert Wheeler. For high schools, academies, etc.	S. J. Wheeler	do	12mo	do	1 00
Outlines of a Short Elementary Course in General Chemistry. By Arthur E. Morrill. Second edition.	Loring, Short & Harmon	Portland, Me	12mo	6+107	1 00
First Book of Geology. By N. S. Shaler. With 55 pages of instructions to teachers, and 135 figures in the text.	Ginn, Heath & Co	Boston, Mass	do	250	1 10
Darwinism and Other Essays. By John Fiske.	Houghton, Mifflin & Co.	do	12mo	do	2 00
American Explorations in the Ice Zones. Edited by J. E. Nourse. Prepared chiefly from official sources. Maps and illustrations.	D. Lothrop & Co.	do	8vo	3-578	3 50

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c. — Continued.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
I	2	3	4	5	6
GENERAL SCIENCE.—Continued.					
Lessons in Qualitative Chemical Analysis. By F. Beilstein. Translated from the fifth edition, with additions, by Charles O. Curtman, M. D. Illustrated and one specimen chart from the Writings of Charles Darwin. Selected and arranged by Nathan Sheppards.	Stationery and Book Co.	St. Louis, Mo.	12mo.	8+154	\$1 50
The Elements of Chemistry. By Prof. F. W. Clarke.	D. Appleton & Co.	New York, N. Y.	12mo.	15+351	1 50
Shepard's Mineralogy. Astronomy. By William G. Peck.	do	do	12mo.	.....	1 25
Text-Book of Popular Astronomy. By William G. Peck.	do	do	12mo.	.....	70
Energy in Nature. By Wm. Pitt Rivers. Illustrated.	Cassell & Co.	do	12mo.	380	1 20
Outlines of Chemistry. By Prof. N. B. Wobster.	Clark & Maynard.	do	12mo.	12+212	1 25
College Astronomy. By Donison Olsted, LL. D., and F. S. Snell, LL. D. Third edition, revised with additions, illustrations and diagrams.	Charles Collins	do	8vo	144	60
The Sun: Its Constitution, its Phenomena, its Condition. By Nathan T. Carr.	J. Fitzgerald	do	8vo	6+234	2 00
Nature Studies. Edited by Richard A. Proctor.	do	do	8vo	47	Paper, 15
Astronomy. By Prof. Simon Newcomb and Edward S. Holden. Briefer course. American Science Series.	Tunk & Wagnalls	do	12mo.	252	Paper, 25
Dana's Text-Book of Geology. New, fourth, revised edition.	Henry Holt & Co.	do	12mo.	1 40	
Science at Home. A Series of Popular Scientific Essays upon Subjects Connected with Every Day Life. By James R. Nichols, M. D.	Iverson, Blakeman, Taylor & Co.	Chicago, Ill.	}	.....	2 30
Agricultural Chemical Analysis. By Percy F. Frankland.	John W. Lovell Co.	New York, N. Y.		4+283	20
The Chemistry of the Secondary Batteries of Planté and Faure. By J. H. Gladstone and Alfred Tribe.	Macmillan & Co.	do	12mo.	10+328	2 00
Experimental Proofs of Chemical Theory for Beginners. By William Ramsay.	do	do	12mo.	11+59	1 00
Science Gleanings in Many Fields. By John Gibson.	do	do	16mo	14+134	75
Evolution. A Summary of Evidence. By Robert C. Adams.	Thos. Nelson & Sons	do	16mo.	8+377	1 25
Geology and Mineral Resources of the James River Valley, Virginia. By J. L. Campbell.	G. P. Putnam's Sons.	do	12mo.	25	Paper, 25
Home Atlas of Astronomy. By A. K. Johnston.	do	do	8vo	41	1 00
Mineralogy. By J. H. Collins. Vol. 2. Systematic and descriptive mineralogy. Illustrated.	do	do	10mo.	2+119	4 50
Science Ladders. By N. D'Anvers. Illustrated.	do	do	10mo.	5+329	1 25
The True Theory of the Sun. By Thos. Bessanet. Illustrated.	do	do	16mo.	461	.....
The Universe; or, The Infinitely Great and The Infinitely Little. From the French of F. A. Pouchet. 252 illustrations. New and cheaper edition.	do	do	8vo	41+263	3 00
Truths and Untruths of Evolution. By John B. Drury, D. D.	A. D. F. Randolph & Co.	do	8vo	3 75	.....
			12mo.	5+140	1 00

The Student's Hand-Book of Physical Geology. By A. J. Jukes Browne. Illustrations and diagrams.	Scribner & Welford.	do.	12mo.	514	2 40
Creation, or the Biblical Cosmogony in the Light of Modern Science. By Arnold Guyot.	Chas. Scribner's Sons	do.	12mo.	13+136+2	1 50
Complete Chemistry. By E. M. Avery.	Sheldon & Co.	do.	8vo	184	1 68
The Topographer: His Methods and Instruments. By H. Lewis Haupt. 25 plates and maps.	D. Van Nostrand.	do.	8vo	5-106	4 00
The Elementary Meteorological System of the Great Pyramid of Gizeh. By F. A. P. Barnard. Illustrated. From the proceedings of the American Meteorological Society (School of Mines quarterly series, No. 1.)	John Wiley & Sons	do.	8vo		1 50
Kolloid's Inorganic Chemistry.	do	do	12mo.	600	2 50
A Chapter of Science; or, What is a Law of Nature. By J. Smart. Six lectures to workmen.	E. & J. B. Young & Co.	do	12mo.	2-192	45
A Review of Hume and Huxley on Miracles. By Sir Edmund Beckett.	do	do	16mo.	2-55	15
On the Prehistoric Remains of Kentucky. By Lucien Carr and N. S. Shaler. 7 plates. (Geological survey of Kentucky.)	Rob. Clarke & Co.	Cincinnati, Ohio	4to.	31	2 50
The Practical Laboratory Guide in Chemistry. By David O'Beine.	A. H. Smythe	Columbus, Ohio.	8vo	10+183	1 50
A Chart of American Geological History. By Prof. Geo. G. Groff, A. M., M. D.	George G. Groff.	Lewisburgh, Pa.	26 x 24 in.	200	1 00
The Chemical Note Book. By Prof. Geo. G. Groff, A. M., M. D.	do	do			80
Set of Twenty Chemical Show Cards. By Prof. Geo. G. Groff, A. M., M. D.	do	do	Ea. 7 x 9 in.		10 00
Chemistry, Inorganic and Organic. By Chas. L. Bloxam. Fifth edition, revised. Illustrated.	{P. Blackiston, Son & Co Henry C. Lea's Son & Co.	Philadelphia, Pa.		727	3 75
Manual of Chemistry, Physical and Inorganic. By Henry Watts. Illustrated.	P. Blackiston, Son & Co.	do	12mo.		2 25
Quiz Compendis: No. 6. A Compend of Inorganic Chemistry, with Table of Elements. By G. Mason Ward, M. D. Illustrated.	do	do	12mo.	111	1 00
No. 7. A Compend of Chemistry. By G. Mason Ward, M. D. New revised edition.	do	do	16mo.		1 00
No. 8. A Compend of Visceral Anatomy. By Samuel O. L. Potter, M. D. Illustrated.	do	do	16mo.		1 00
The Elements of Chemistry. By Edwin J. Houston. For the use of schools, academies, and colleges.	Eldredge & Bro.	do	12mo.	444	1 50
Manual of Chemical Analysis. By Frederic Hoffman and Frederic B. Power. Third edition. Illustrated.	H. C. Lea's Son & Co	do	8vo	621	4 25
Principles of Theoretical Chemistry, with Special Reference to the Constitution of Chemical Compounds. By Ira Remsen. Second edition, revised and enlarged.	do	do	12mo.	242	1 75
Chemistry. By W. H. Greene.	J. B. Lippincott & Co.	do			1 20
Elements of Modern Chemistry. By Adolphe Wurtz. Translated and edited from the French by W. H. Greene, M. D. Second American edition, revised and enlarged. Illustrated.	do	do	8vo		2 50
Elements of Meteorology. By P. E. Chase, L. D. Part 1.	Porter & Coates	do	12mo.		54
Elements of Meteorology. By P. E. Chase, L. D. Part 2.	do	do	12mo.		72
A Short Course in Chemistry. By Thos. R. Baker.	do	do	12mo.	151	75
Smithsonian Miscellaneous Collections No. 543. Bulletin of the Philosophical Society of Washington. Vol. 6. Jan. 3 1883-Dec. 19 1883.	Smithsonian Institution	Washington, D. C.	8vo	53+163	1 00
Smithsonian Miscellaneous Collections No. 544. Transactions of the Anthropological Society of Washington. Vol. 2. Feb. 7, 1882-May 15, 1883.	do	do	8vo	12+211	1 00

The Improved Geographical Cards, 200 cards. For the school room and home circle.	Peter G. Thomson	Cincinnati, Ohio		1 00
The Eclectic Complete Geography. New two-book series. Illustrated. Maps.	Van Antwerp, Bragg & Co.	.....do	Folio	1 40
The Eclectic Elementary Geography. New two-book series. Illustrated. Maps.	.....do	.....do	8vo	05
Mitchell's New General Atlas of the World for 1884.	Wm. H. Bradley & Bro.	Philadelphia, Pa.	4to	10 00
Butler's Geographical Question Book.	E. H. Butler & Co.	.....do		42
HISTORY.				
The Students' History of Georgia. By Lawlor B. Evans. From the earliest discoveries and settlements to the end of the year 1883. Illustrations and colored maps.	J. W. Burke & Co.	Macon, Ga.	12mo	1 25
Trainer's United States History. Brace system.	T. S. Denison	Chicago, Ill.	12mo	1 00
Times of Frederick I. By Z. Topelius. From the original Swedish.	Jensen, McClurg & Co.	.....do	12mo	1 25
Varney's History of Maine. Illustrated.	Loring, Short & Harmon	Portland, Me.	12mo	1 00
The Genesis of a New England State (Connecticut). By Alex. Johnston.	Johns Hopkins University	Baltimore, Md.	8vo	29 30
Johns Hopkins University Studies.	.....do	.....do	8vo	50
Methods of Historical Study. By Herbert B. Adams. (Johns Hopkins University Studies. Second series.)	.....do	.....do	8vo	50
Village Communities of Cape Anne and Salem; from the Historical Collections of the Essex Institute. By Herbert B. Adams. (Johns Hopkins University Studies, Nos. 9 and 10.)	John Murphy & Co.	.....do		75
McCarthy's Outlines of Irish History.	Boston School Supply Co.	Boston, Mass.		35
Phillips's Historical Readers:	.....do	.....do		35
Early England.	.....do	.....do		52
Middle England.	.....do	.....do		52
Modern England.	.....do	.....do		2 50
Newfoundland; its History, its Present Condition, and its Prospects in the Future. By Jos. Hutton and Rev. M. Harvey. Reprinted from the English edition; revised, corrected, and enlarged. Illustrations and maps.	Doyle & Whittle	.....do	8vo	1 50
Strickland's "Queens of England." Abridged and adapted by Rosalie Kaufman. Illustrated.	Estes & Lauriat.	.....do	12mo	1 50
Young Folks' History of the Civil War. By Mrs. C. Emma Cheney. Illustrated.	.....do	.....do	12mo	1 50
History Topics for High Schools and Colleges. With an Introduction upon the Topical Method of Instruction in History. By William Francis Allen.	.....do	.....do		
Part I: Dynastic and Constitutional History of Ancient and Modern Times	} Ginn, Heath & Co.	.....do	Sq. 16mo	30
Part II: History of the United States. Hall. New series:		.....do		
Pedagogical Library; Edited by G. Stanley Hall. New series:	.....do	.....do	12mo	1 30
Vol. I: Methods of Teaching History. By Dr. G. Diesterweg, Prof. F. Allen, and J. W. Higginson.				
Herbert B. Adams, C. K. Adams, John W. Burgess, E. Emerson, W. F. Allen, and J. W. Higginson.				
American Commonwealths. Edited by Horace F. Scudder:	Houghton, Mifflin & Co.	.....do	10mo	1 25
I. Virginia: A History of the People. By John Esien Cooke. With maps.	.....do	.....do	16mo	1 25
II. Oregon: The Struggle for Possession. By Wm. Barrows. With maps.	.....do	.....do	12mo	3 00
An Epitome of Ancient, Mediæval and Modern History. By Karl Ploetz. Translated, with additions, by W. H. Tillinghast.				

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c. — Continued.*

Name of book and author.	1	Name of publisher.	2	Place of publication.	3	Size of book.	4	Number of pages.	5	Price.	6
HISTORY — Continued.											
The History of Georgia. By Charles C. Jones, sr. 2 vols. Maps, plans, portraits, and illustrations.		Houghton, Mifflin & Co.		Boston, Mass.		8vo		16+556; 14+540		\$10 00	
History of Prussia, to the Accession of Frederick the Great, 1134-1740. By Herben Fittie. With map.		do		do		12mo		14+498		2 25	
Studies in History. By Henry Cabot Lodge.		do		do		12mo		5+403		1 50	
A History of the American People. By Arthur Gilman. Map and illustrations.		Lothrop & Co.		do		8vo		19+668		2 50	
History of the United States in Rhyme. By Rob. C. Adams.		do		do		16mo		2-72		60	
William the Silent and The Netherlands War. By Mary Barrett. Illustrated.		do		do		12mo		480		1 50	
Young Folks' Life of Washington. By E. E. Brown. Illustrated.		do		do		12mo		2-377		1 50	
A Bird's-Eye View of Our Civil War. By Theodore Ayrault Dodge. With maps and charts.		James K. Osgood & Co.		do		8vo		10+346		3 00	
A Compendious History of New England. By John Gorham Palfrey. 4 vols.		do		do		12mo				6 00	
The Historiated Monuments of France. By James F. Humevel. Illustrated.		do		do		8vo		236		3 50	
Pleasures and Stories from American History.		Milton Bradley Co.		Springfield, Mass.		12mo				1 00	
Poems of History by the Most Famous Poets of All Ages. Edited by Henry A. Ford. Illustrated.		M. W. Ellsworth & Co.		Detroit, Mich.		12mo		468		3 25	
Aunt Charlotte's Stories of American History. By Charlotte M. Yonge and H. Hastings Waddell. Illustrated.		D. Appleton & Co.		New York, N. Y.		Sq. 16mo		442		1 50	
History of the United States of America, from the Discovery of the Continent. By C. C. Bancroft. In 6 vols. Vols. 3 and 4 author's last revision.		do		do		8vo		489; 16+452		2 50	
Medieval Civilization. By George Kurton Adams. History primers.		do		do		18mo		142		45	
Barnes' Brief History of Ancient, Medieval, and Modern Peoples. With maps and illustrations. (Barnes's one-term series.)		A. S. Barnes & Co.		do		12mo		5+600+32		1 75	
Barnes' Brief History of Greece.		do		do		12mo				75	
Barnes' Brief History of Medieval and Modern Peoples.		do		do		12mo				1 00	
Barnes' New General History.		do		do		12mo				1 87	
A Epitome of English History. By S. Agnes Kummer. Revised by A. M. Chandler.		do		do		12mo		149		1 00	
Anderson's New Manual of General History:											
I. Ancient History.		Clark & Maynard.		do				302		1 00	
II. Medieval and Modern History.		do		do				375		1 15	
A Short Course of English History. By John J. Anderson, PH.D. With maps and engravings.		do		do		12mo		217		90	
Jacob Abbott's American Histories for Youth. New issue. 8 vols. Illustrated.		Thos. Y. Crowell & Co.		do		12mo				10 00	
Little Arthur's History of England. By Lady Calcott. New edition, with 36 illustrations.		do		do		12mo		14+271		1 25	

History of the War with Mexico. By Horatio O. Ladd. Map and illustrations.	Dodd, Mead & Co.	do	16mo	3-328	1 25
A Narrative History of King Philip's War and the Indian Troubles in New England. By Robert Markham. With map and illustrations.	do	do	16mo	3-336	1 25
Chinese Gordon. A Succinct Record of His Life. By Airebald Forbes.	Funk & Wagnalls	do	12mo	4-171	75
Historical and Other Sketches. By Ja. Anthony Froude. Edited, with an introduction, by David H. Wheeler.	do	do	12mo	283	25
Compendium of the History of the United States. By Alex. H. Stephens. Designed as a text book and for general readers. New edition, revised and enlarged. Illustrated.	E. J. Hale & Son	do	12mo	523	1 50
The Conquest of England. By John Richard Green. With portrait and maps.	Harper & Bros.	do	8vo	26+607	2 50
Marcius Aurelius Antoninus. By Paul Barron Watson. Portrait.	do	do	8vo	9+338	2 50
Mosaics of Grecian History. By Marcus and Rob. Pierpont Willson. 2 vols.	do	do	12mo	3+448	3 00
A Short History of Our Own Times. By Justin McCarthy	do	do	12mo	3+448	1 50
George Washington (1732-1799). By John Habberton	Henry Holt & Co	do	12mo	3+445	1 25
The Story of Chinese Gordon. By A. Egmont Hake. With additions by Hugh Craig.	John W. Lovell Co.	do	16mo	5+358	20
Cameos from English History: England and Spain. By Miss Charlotte M. Yonge. Fifth edition.	Macmillan & Co.	do	16mo	8+419	1 25
Manual of Jewish History and Literature. By D. Cassel. Translated by Mrs. H. Lucas.	do	do	16mo	16+258	75
Military Italy. By Chas. Martel. With maps.	do	do	8vo	11+384	3 50
The Isle of Wight: its History, Topography, and Antiquities. New and revised edition, with maps and plans.	Thos. Nelson & Sons.	do	12mo	11+323	1 50
Pictures from English History by the Great Historical Artists. Compiled by Coleman E. Bishop.	Phillips & Hunt	do	12mo	350	1 25
The Discoveries of America to the Year 1225. By Arthur Ja. Weise. Maps.	G. P. Putnam's Sons	do	8vo	10+380	4 50
Federick the Great. By C. B. Brackenbury. (New Plutarch Series)	do	do	16mo	5+246	1 00
Historical Studies. Edited by Tins Munson Coan	do	do	16mo	4+295	25
History of the Thirty Years' War. By Anton Gindely. Translated by Andrew Tom Brooke. With portraits, maps, and illustrations. 2 vols.	do	do	12mo	20+3-456;	4 00
The Life of Washington and History of the American Revolution. By Washington Irving. Map and illustrations. 2 parts. Centennial edition.	do	do	4to	8+456	60
Mario Annetta. By Miss Henrietta Keldie	do	do	13mo	112; 113-226	1 00
History of the United States in Words of One Syllable. By Mrs. Helen W. Person. Illustrated.	Geo. Kentledge & Sons.	do	4to	6-234	1 00
The Court of the Tulleries from the Restoration to the Flight of Louis Philippe. By Lady Catherine Charlotte Jackson. 2 vols.	Scribner & Welford	do	8vo	3-148	9 00
Heroes and Kings. Stories from the Greek. By Rev. Alfred J. Church. Illustrated.	do	do	16mo	242	60
The Life and Times of Prince Charles Stuart. By Alex. C. Ewald. New edition, with portrait.	do	do	12mo	448	2 25
Ranke's Universal History. Edited by G. W. Prother	do	do	8vo	501	4 50
Bismarck in the Franco-German War, 1870-71. By Moritz Busch. New edition.	Chas. Scribner's Sons	do	8vo	2 50	
Peter the Great, Emperor of Russia: A Study of Historical Biography. By Eugene Schuyler. 2 vols. Illustrated, with portrait and maps.	do	do	8vo	18+445;	10 00
The Rise of the Huguenots of France. By Henry M. Baird. New edition. 2 vols.	do	do	8vo	10+560	8 50
Stories from English History. By L. Creighton	Thos. Whitaker	do	do		1 25
Anti-Slavery Days. By James Freeman Clarke	R. Worthington	do	12mo	3+224	1 25

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c.—Continued.*

Name of book and author.	1	Name of publisher.	2	Place of publication.	3	Size of book.	4	Number of pages.	5	Price.	6
History.—Continued.											
A Compact History of England from the Time of the Ancient Britons to 1880. By Archibald H. McCalman. Illustrated.					New York, N. Y.	8vo.				\$2 50	
The History of the World. By Chas. von Rotteck. New revised edition. Illustrated. 4 vols.					do.	8vo.				10 00	
A cadia; A Lost Chapter in American History. By Philip H. Smith. Illustrated.					Pawling, N. Y.	8vo.			5-381	2 00	
Recreations in Ancient Fields. By E. C. Lawrence.					Syracuse, N. Y.	12mo.			177	1 00	
Thousand Questions in United States History.					do.	16mo.			200	1 00	
School History of North Carolina. By J. W. Moore.					Kateigh, N. C.	16mo.			1 25	1 25	
The Mounds of the Mississippi Valley Historically Considered. By Lucien Carr.					Cincinnati, Ohio	4to.			107	1 50	
The Improved Historical Cards. 200 cards. For the school room and home circle.					do.					1 00	
History of France and Normandy, from the Earliest Times to the Year 1884. By W. Pincock. With questions for examination at the end of each section by W. C. Taylor. Revised and enlarged edition. Illustrated.					Philadelphia, Pa.	12mo.			568	1 35	
History of Philadelphia, 1609-1884. By J. Thos. Schaff and Westcott Thompson. 3 vols. Illustrated.					do.	4to.			2400	25 00	
Germania; Zwei Jahrtausende deutschen Lebens, kulturgeschichtlich geschildert. By John Scherr. Illustrated.					do.	8vo.			528	5 00	
Researches into the Lost Histories of America. By W. S. Blacket. Illustrated.					do.	8vo.				3 50	
The Life of Nelson. By Rob. Southey. With illustrations and portrait. New issue.					do.	12mo.			3-318	1 25	
LANGUAGE.											
Graded Exercises for Translation from German into English and from English into German. By Augustin Knoflach.					San Francisco, Cal.	16mo.			84	50	Paper,
Bayne's Syntax and Analysis					Chicago, Ill.	16mo.			37+142	56	
Æschylus' Prometheus Bound. With notes and introduction by R. H. Mather.					Doston, Mass.	16mo.				1 10	
Homer's Iliad. Books 1-6; with introduction and notes by Robert P. Keep. The Meisterschaft System. By R. S. Rosenthal. A short method of acquiring fluency of speech in Spanish. In 15 parts.					do.	12mo.			43+322	1 50	
Bucolics, Georgics, and the Æneid Complete. With notes by J. B. Greenough.					do.	12mo.				5 00	Paper,
The Essentials of Latin Grammar. By F. A. Blackburn. [Also] Latin Exercises. Introductory to Caesar's "Gallic War."					do.					1 75	
A Manual for the Study of Latin Grammar. By E. T. Tomlinson					do.	12mo.			14+146+114	1 10	
					do.				34	20	

The Essentials of Latin Grammar. By F. A. Blackburn.	do	do	16mo	146	75
Exercises for Translation into Latin. Compiled by H. Peabody.	do	do	16mo	12	10
Exercises Preparatory to Caesar's Gallic War. By F. A. Blackburn.	do	do	16mo	120	65
The Greater Poems of Virgil. Edited by G. B. Greenough. Vol. 2: Last six books of the <i>Æneid</i> and the <i>Georgics</i> .	do	do	12mo	24+228+105	1 25
Modern Spanish Readings. By William I. Knapp. With text, notes, and an etymological vocabulary.	do	Easton, Mass.	12mo	8+500	1 50
A Progressive Series of Inductive Lessons in Latin. By John Telford.	do	do	12mo	11+940	1 25
Sanskrit Grammar. By William Dwight Whitney.	do	do	8vo	xxiv+486	2 50
Sanskrit Reader. With vocabulary and notes. By Charles Rockwell Lanman. Parts I and II. Text and Vocabulary.	do	do	16vo. 8vo	xxiv+294	2 00
The Works of Virgil. Translated into English verse with variorum and other notes and comparative readings. By John Augustine Wistach. 2 vols. Illustrated.	Houghton, Mifflin & Co.	do	8vo	575; 617	5 00
The French Teacher. A Right System of Teaching French. By Prof. E. C. Dubois.	Lee & Shepard.	do	do	do	1 10
Cicero's De Officiis. Translated, with an introduction and notes, by Andrew P. Peabody.	Little, Brown & Co.	do	12mo	24+254	1 25
Cicero's De Senectute. Translated, with introduction and notes, by Andrew P. Peabody.	do	do	12mo	32+67	75
Drill Lessons in Hebrew. By Willis J. Beecher.	Knapp, Peck & Thomson.	Auburn, N. Y.	16mo	95	75
Cobbett's English Grammar. Carefully revised and annotated by Alfred Ayres.	D. Appleton & Co.	New York, N. Y.	16mo.	254	1 00
Complete Course for First Year in Latin. By Albert Harkness.	do	do	16mo.	10+283	1 40
Cornelius Nepos. Prepared expressly for the use of students learning to read at sight; with notes, vocabulary, index of proper names, and exercises for translation into Latin. By T. B. Lindsay, ph. D.	do	do	do	do	1 50
Cumulative Method for Learning German. By Adolphe Dreyspring. Adapted to schools or home instruction.	do	do	8vo	253	1 50
Gaillard's French Orthoëpy.	do	do	do	do	1 00
Gaillard's French Orthoëpy and Grammar.	do	do	do	do	75
Gaillard's Modern French Method.	do	do	do	do	1 50
Ionie Dialect of Herodotus. By H. M. Johnson.	do	do	do	do	20
Letters and Lessons in Language. No 5. Grammar. By J. H. Stickney.	do	do	do	do	45
Lincoln's (d. L.) Ovid. With notes and vocabulary.	do	do	do	do	1 50
Modern French Readings. Edited by William I. Knapp.	do	do	12mo.	467	1 25
Progressive Exercises in Latin. By Albert Harkness.	do	do	do	do	1 35
Roemer's Course de Lecture et de Traduction. 2 vols.	do	do	12mo.	do	1 25
Six Books of the <i>Æneid</i> , <i>Georgics</i> and <i>Bucolics</i> . With notes and dictionary. By Henry S. Prezer. New edition.	do	do	do	do	1 50
Six Books of the <i>Æneid</i> , <i>Georgics</i> and <i>Bucolics</i> . With notes and dictionary. By Henry S. Prezer. New edition.	do	do	12mo.	do	1 60
Vergil Complete, With Notes and the Vergilian Dictionary. By Henry S. Prezer. New edition.	do	do	12mo.	do	2 00
Cobbett's English Grammar. With notes by Robert Waters.	A. S. Barnes & Co.	do	do	do	75
Grammaire Française Pratique à l'Usage des Américains. By Jas. H. Worman and A. de Rougemont.	do	do	12mo.	do	1 00
Outlines of Sentence Making. By C. W. Padden.	do	do	12mo.	12-187	60
Second French Book, after the Natural or Pestalozzian Method. By Jas. H. Worman. For schools and home instruction. Illustrated.	do	do	12mo.	2-96	40
Worman's First Spanish Book.	do	do	do	do	47
Worman's Questionaire.	do	do	do	do	50
Worman's Teacher's Hand-Book.	do	do	do	do	70
La Parole Française. By L. Sauveur and A. van Dael.	F. W. Christorn.	do	12mo	do	1 00

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c.—Continued.*

Name of book and author.	1	2	3	4	5	6
LANGUAGE—Continued.						
Saurvot's Grammaire Française pour les Anglais.		F. W. Christern.	New York, N. Y.	12mo.		\$1 50
Marcus Aurelius Antoninus. By Paul Barron Watson.		Harper & Bros.	do.	8vo.	9+338	2 50
Aubert's Colloquial French Drill.		Henry Holt & Co.	do.	do.	do.	60
Heinrich Heine's Harzreise und das Buch Le Grand. With notes.		do.	do.	do.	do.	75
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Dumas and Lafargue's Le Gentilhomme Pauvre: Comédie en deux actes. Nouvelle édition.		do.	do.	12mo.	43	25
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The Iphigenia Among the Tauri of Euripides. Edited, with introduction and critical and explanatory notes, by E. B. England, M. A.		do.	do.	16mo.	31+200	1 10

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c.—Continued.*

Name of book and author.	1	Name of publisher.	2	Place of publication.	3	Size of book.	Number of pages.	Price.
LAW.								
The Citizen's Law-Book and Officer's Guide. By Jabez F. Cowdery.								
Treatise on Equity Jurisprudence, as Administered in the United States.								
By John Norton Pomeroy. Adapted for all the States, and to the union								
of legal and equitable remedies under the reformed procedure. Vol. 3.								
The Law of Marriage and Divorce, as Established in England and the United								
States. By David Stewart.								
A Manual of the Law of Real Property. By C. T. Boone.								
A Treatise on New Trial and Appeal, and other Proceedings for Review in								
Civil Cases. By Rob. Y. Hayne. 2 volumes.								
Practical Treatise on Abstracts and Examinations of Title to Real Property.								
By Geo. W. Warvelle.								
Theory of the Law of Evidence, as Established in the United States, and of								
the Conduct of the Examination of Witnesses. By Wm. Reynolds.								
Treatise on Extraordinary Legal Remedies, Enjoining Mandamus, Quo								
Warranto, and Prohibition. By Jas. L. High. Second edition.								
Treatise on the Law of Collateral Securities, as Applied to Negotiable, Quasi-								
negotiable, and Non-negotiable Choices in Action. By Wm. Colebrooke.								
Treatise on the Law of Damages. By J. G. Sutherland. Vol. 3.								
Treatise on the Law of Waters, including Riparian Rights and Public								
Outlines of Criminal Law and Procedure. By John M. Gould.								
Treatise on the Law of Mortgages of Personal Property. By Leonard A.								
Jones. Second edition, revised and enlarged.								
A Treatise on the Law of Pledges and Collateral Securities. By Leonard A.								
Jones.								
A Treatise on the Law of Sale of Personal Property; with References to								
the American Decisions and to the French Code and Civil Law. By Judah								
P. Benjamin. Fourth American, from latest English edition, by Edmund								
H. Bennett.								
Commentaries on the Conflict of Laws, Foreign and Domestic. By Joseph								
Story. Eighth edition. Edited by Melville M. Bigelow.								
The Law of Contracts. By Theophilus Parsons, Jr. Seventh edition, with								
additions by Wm. V. Kellen. 3 volumes.								
Practice in Proceedings in the Probate Courts. By Wm. L. Smith. With								
forms. Fourth edition.								
Precedents of Equity Pleadings. By Franklin Fiske Heard.								

A Treatise on the Law of Evidence. By Simon Greenleaf. Fourteenth edition, revised, with large additions, by Simon Greenleaf. Crosswell. Vols. 1-3.do.....	8vo.....	8+84+753; 89+6-3; 4-39+577	Each,	6 00
A Treatise on the Law of Personal Property. By James Schouler. Second edition. Vols. 1 and 2.do.....	8vo.....	66+692; 57+690	Each,	6 50
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Admiralty Jurisdiction. Law, and Practice. By M. M. Cohen. With an appendix containing rules, statutes, and forms.	Soule & Bugbee.....	8vo.....	38+805		5 00
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Restraints on the Alienation of Property. By John Chipman Gray.do.....	8vo.....	16+217		2 50
Summary of Equity Pleading. By Christopher Columbus Langdell. Second edition.	Charles W. Sever.....	12mo.....	14+282+1		3 00
An Elementary Treatise on the American Law of Real Property. By G. Christopher Tideman.	F. H. Thomas & Co.....	8vo.....	107+785		6 50
Law of Expert and Opinion Evidence Reduced to Rules; with Illustrations from Adjudged Cases. By John D. Lawson.do.....	8vo.....	72+595		5 50
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Direct of Criminal Law (Crimes and Punishments). By Sir J. A. Fitzjames Stephen. Third edition.	Macmillan & Co.....	8vo.....	40+420		3 50

TABLE XXIV.—*Publications, educational, &c., for 1883-'84, &c.*—Continued.

Name of book and author.	1	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
	LAW — Continued.	2	3	4	5	6
The Nature of Positive Law. By John M. Lightwood, M. A.		Macmillan & Co.	New York, N. Y.	8vo.	14+419	\$3 50
Practical Jurisprudence: A Comment on Austin. By E. C. Clark.		do.	do.	12mo.	12+494	2 50
Treatise on the Law of Landlord and Tenant, with Special Reference to the Law of the State of New York. By Chas. W. Shoups.		S. S. Peloubet & Co.	do.	do.	264	3 00
Politics. An Introduction to the Study of Comparative Constitutional Law. By Wm. W. Crane and Bernard Moses.		G. P. Putnam's Sons	do.	8vo.	1 50
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A Manual upon the Searching of Records and the Preparation of Abstracts of Title to Real Property. By Maskell E. Curwen. Revised, enlarged, and edited, with forms and references to decisions, by W. H. Whittaker.		R. Clarke & Co.	Cincinnati, Ohio	24mo.	10+264	1 50
A Treatise on the Constitution and Jurisdiction of the Courts of the United States, on Pleading, Practice, and Procedure Therein, and on the Powers and Duties of Commissioners of the Circuit Courts, with Forms for said Courts and Commissioners. By Geo. W. Field.		T. & J. W. Johnson & Co.	Philadelphia, Pa.	8vo.	26+918	6 50
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Abstract of the Statutes of the United States and of the several States and Territories, relating to the Custody of the Insane. By Chas. F. Folsom, M. D.		Henry C. Lea's Son & Co.	do.	8vo.	108	1 50
Legal Medicine. By Chas. Meynott Tidy, M. D. Vol. 2.		do.	do.	8vo.	508	6 00
The Principles and Practice of Medical Jurisprudence. By Alfred Swain Taylor, M. D. Third edition, edited by Thos. Stevenson, M. D. 2 vols.		do.	do.	8vo.	20+727; 14+657	19 00

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A Treatise on Real Property Trials, showing the Difference between the Old Action of Ejectment and the Action to Recover Real Property, etc. By Wm. Henry Malone.	W. H. Morrison	Washington, D. C.	8vo	4+9-814	3 00
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(See Bibliography and Literature.)					
LOGIC.					
(See Philosophy and Logic.)					
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One Thousand Questions and Problems in Arithmetic.	T. S. Denison	Chicago, Ill.	8vo	10+267	1 50
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Clerk's Assistant. By John S. Jenkins. Sixth revised edition.	W. C. Little & Co	Albany, N. Y.	8vo	639	3 50

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c.—Continued.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
MATHEMATICS—Continued.					
Richards's Applications. Plane and Spherical Trigonometry.					
Barnes's Elementary Arithmetic.	D. Appleton & Co.	New York, N. Y.	12mo.		\$0 40
Elements of Surveying and Leveling. Revised by J. Howard Van Amringe.	A. S. Barnes & Co.	do	8vo.	161	1 75
Thomson's New Arithmetic.	Clark & Maynard	do	12mo.	314	1 00
I. First Lessons in Arithmetic, Oral and Written. Illustrated.	do	do			30
II. Complete Graded Arithmetic, Oral and Written.	do	do			30
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Practical Geometry, revised and improved, by Selden J. Coffin, Ph. D.	do	do		167	1 35
Fish's Arithmetic, No. 1.	William T. Comstock	do	12mo.		1 00
Same, No. 2.	Iverson, Blakeman, Taylor & Co.	do			35
Key to No. 2.	do	do			69
Olney's New Elementary Geometry.	Sheldon & Co.	do			1 25
Sheldon's Graded Examples in Arithmetic:					
Book First	do	do			36
Book Second	do	do			42
Key to First and Second Books.	do	do			24
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Conversion Tables of the Metric, British, and United States Weights and Measures. By R. H. Thurston.	J. Wiley & Sons	do	8vo.	96	1 00
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					75

Enright and Wetmore's 1,000 Examples in Arithmetic Algebra for Beginners. By Oscar S. Michael	Scranton, Wetmore & Co	Rochester, N. Y	16mo.	3-120	25
Latitude and Longitude, and Longitude and Time. By J. Anthony Bassett	C. W. Bardeen	Syracuse, N. Y.	16mo.	42	75
Question-Book of Arithmetic. By Albert P. Southwick	do	do	16mo.	41	25
New Complete Algebra. By A. Schuyler	Van Antwerp, Bagg & Co	Cincinnati, Ohio	16mo.	10	17
A New Complete Arithmetic. By E. E. White	do	do	16mo.	65	65
A New Elementary Arithmetic. By E. E. White	do	do	16mo.	268	59
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Electricity: its Theory, Sources, and Application. By John F. Sprague. Second edition, enlarged. Illustrated.	do	do	8vo	650	6 00

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c.—Continued.*

Name of book and author.	1	Name of publisher.	2	Place of publication.	3	Size of book.	4	Number of pages.	5	Price.	6
MECHANICS AND PHYSICS — Continued.											
Elements of Construction for Electro-Magnets. By Count Théodore Du Moncel. Translated by C. J. Wharton.			E. & F. N. Spon	New York, N. Y.		8vo.				\$0 75	
Hand Book of Electrical Testing. By H. R. Kempe. Third edition, revised and enlarged.			do	do		8vo.			494	5 00	
History of Electric Telegraphy to the Year 1837. Compiled by J. J. Fabie.			do	do		8vo.			512	3 00	
New Forms of Work-Measuring Machines as applied to Dynamics and Electromotors. By Fred. John Smith.			do	do		12mo.			32		Paper,
Notes in Mechanical Engineering. Compiled by Henry Adams. For use of students.			do	do		8vo.			93	1 00	
Practical Electrical Engineering. By J. A. Swinburne. Illustrated.			do	do		16mo.			62	60	
Practical Treatise on the Strength of Materials. By Thomas Box. With 27 plates.			do	do		8vo.			525	7 25	
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Spon's Tables and Memoranda for Engineers. By J. F. Hurst. Fifth edition.			do	do		48mo.			140	40	
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Electricity, Magnetism, and Electric Telegraphy. By Thos. D. Lockwood. Illustrated.			do	do		8vo.			2-377	2 50	
The Machinists' and Steam Engineers' Calculator. By D. B. Dixon.			do	do		16mo.				2 00	
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The Water Birds of North America. By S. F. Baird, T. M. Brewer, and R. Ridgway. In 2 vols. Vol. I. Illustrated.	do	do	8vo	12 00	12 00

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c.—Continued.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
NATURAL HISTORY—Continued.					
Flowers and their Pedigrees. By Grant Allen. Collection of Essays on English Wild Flowers and English Weeds. Illustrated.	D. Appleton & Co.	New York, N. Y.	12mo.	4+266	\$1 50
Hand-Book of Tree-Planting. By Nathaniel H. Eggleston.	do	do	12mo.	126	75
Mental Evolution in Animals. By George John Romanes. With a Posthumous Essay on Instinct. By Charles Darwin.	do	do	12mo.	2+411	2 00
Natural History Reader. Compiled by James Johnnot. Illustrated.	do	do	12mo.	18+414	1 25
Animal Life. Natural History of Animals. By E. Percival Wright, M. D. Illustrated.	Cassell & Co.	do	8vo.	8+618	2 50
European Butterflies and Moths. By W. F. Kirby. Based upon Berge's Schmetterlingsbuch. With colored plates.	do	do	4to.	71+427	15 00
Familiar Wild Birds. By W. Swainson. First series.	do	do	12mo.	.....	5 00
Zoological Atlas (Including Comparative Anatomy). By D. McAlpine. With practical directions and explanatory text for the use of students.	The Century Co.	do	Folio.	16 p. 24 pl.	10 00
2 vols.	Dodd, Mead & Co.	do	Folio.	.....	20 00
The Northwest Coast of America. Results of recent ethnological researches, from the collections of the Royal Museums of Berlin. Translated from the German. Illustrated.	J. Fitzgerald	do	8vo.	49	15
Animal Automatism and Other Essays. By Thos. H. Huxley.	Forest and Stream Pub. Co.	do	8vo.	4 26	Paper, 2 50
The Antelope and Deer of America. By John Dean Caton. Second edition. Illustrated.	Fowler & Wells.	do	12mo.	1+149	75
Horses: their Feed and their Feet. A Manual of Horse Hygiene. By C. E. Page, M. D. [Also] Treatise and Notes on Shoeing. By Sir Geo. Cox and Col. M. C. Wells. Illustrated.	Funk & Wagnalls.	do	12mo.	362	25
Scientific Sophisms. By Samuel Wainwright, D. D. Review of current theories concerning atoms, apes, and men.	Geo. H. Holden.	do	.....	.....	3 00
Plant Life. By Edward Step.	Henry Holt & Co.	do	12mo.	.....	1 25
Canaries and Cage Birds. By George H. Holden. Illustrated.	do	do	.....	.....	1 40
Plant Life. By Edward Step.	Macmillan & Co.	do	8vo.	12+669	5 00
Fertilization of Flowers. By Hermann Müller. Translated and edited by D'Arcy W. Thompson, with preface by Charles Darwin.	do	do	.....	.....	.....
Fossils and Paleontological Affinities of the Neocomian Deposits of Upware and Brickhill. By Walter Keeping. 8 plates.	do	do	8vo.	10+167	2 75
Hand-Book of Vertebrate Dissection. By H. Newell Martin, D. D., and Wm. A. Moale, M. D. Part 3. How to dissect a rodent. Plates.	do	do	16mo.	160+247	60
Pictures and Stories of Natural History. Domestic Animals. Illustrated.	Thos. Nelson & Sons.	do	16mo.	3-85	25
Pictures and Stories of Natural History. Wild Animals. Illustrated.	do	do	16mo.	3-80	25
Easy Lessons in Vegetable Biology. By Rev. J. H. Wythe, M. D.	Phillips & Hunt.	do	12mo.	94	25
The Wonders of Plant Life Under the Microscope. By Sophie Bledsee Herriot. Illustrated.	G. P. Putnam's Sons.	do	16mo.	4+248	1 50

The River Congo, from its Mouth to Bolébo. By H. H. Johnston. With a general description of the natural history and anthropology of its western basin. Maps, illustrations, and etchings.	Scribner & Welford.	do	8vo	470	7 00
H. Leutemann's Zoological Atlas for the Use of Schools. 36 plates.	E. Steiger & Co.	do			22 50
H. Leutemann's Animal Kingdom. Specially suitable for primary instruction. 15 plates.	do	do			9 00
H. Leutemann's Races of Mankind. 1 plate.	do	do			75
H. Leutemann's Types of Nations. 6 plates.	do	do			5 00
Plant Analysis, Qualitative and Quantitative. By G. Dragendorff. From the German, by Henry G. Greenish.	J. H. Vall & Co.	do	8vo	10+280	2 75
Chapters in Popular Natural History. By Sir John Lubbock. Illustrated.	Thos. Whitaker.	do	16mo	7+223	60
Our Northern and Eastern Birds. By Edward A. Samuels. Colored plates and illustrations.	R. Worthington	do	8vo	600	5 00
Worthington's Annual. A series of interesting stories, biographies, and papers on natural history for the young. Illustrated.	do	do	Sq 8vo		1 50
The Goldfish, and its Systematic Culture with a View to Profit. By Hugo Mulert. Illustrated.	Robt. Clarke & Co.	Cincinnati Ohio	8vo	103	1 10
On the Fossil Brachiopods of the Ohio Valley. By N. S. Shaler.	do	do	4fo	44	2 00
The Reptiles and Batrachians of North America. By Samuel Garman. 9 plates.	do	do	4to	185	4 00
Trees and Tree-Planting; with Exercises and Directions for the Celebration of Arbor Day. By John B. Peaslee.	Ohio State Forestry Association.	do	8vo	64	
Elements of Histology. By E. Klein, M. D. Illustrated.	H. C. Lea's Son & Co.	Philadelphia, Pa	12mo	390	1 50
The Elements of Botany. By W. A. Kellerman. Arranged for school use or independent study; [also] A Complete Glossary of Botanical Terms. Illustrated.	John E. Potter & Co.	do	12mo	3-300	1 25
Plant Analysis. By W. A. Kellerman. Illustrated. A classified list of the wild flowers of the Northern United States, with keys and glossary.	do	do	12mo	2+253	1 00
Birds and their Ways. By Ella Rodman Church. Illustrated.	Fresh. Board of Publication	do	16mo	415	1 25
Structural and Systematic Conchology; an Introduction to the Study of the Mollusca. By George W. Tryon, jr. 3 vols. Plate and map.	Geo. W. Tryon, jr.	do	8vo	812; 430; 450	20 00
Same. Cheap edition. 1 vol.	do	do			12 00
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Course of Philosophy, Embracing Logic, Metaphysics and Ethics. By Rev A. Lonergan. A text-book for use in schools. Second edition, revised and enlarged.	J. B. Piet & Co.	Baltimore, Md	12mo	3-200	75
Studies in Logic. By members of Johns Hopkins University.	Little, Brown & Co	Boston, Mass	12mo	203	2 00
Fallacies: A View of Logic from the Practical Side. By Alfred Sidgwick. (International Science Series No. 47.)	D. Appleton & Co	New York, N. Y	12mo	14+375	1 75
Philosophy and Christianity. By Geo. S. Morris.	do	do	12mo	14+315	1 75
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On the Difference Between Physical and Moral Law. By Wm. Arthur.	Harper & Bros	do	12mo	2-231	1 00
Logic in Three Books, of Thought, of Investigation, and of Knowledge. By Hermann Lotze. English translation edited by Bernard Bosanquet.	Macmillan & Co	do	8vo	23+538	3 25
Metaphysics in Three Books, Ontology, Cosmology, and Psychology. By Hermann Lotze. English translation edited by Bernard Bosanquet.	do	do	8vo	16+539	3 25

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
PHILOSOPHY AND LOGIC.—Continued.					
Philosophy of the Unconscious: Speculative Results according to the Inductive Method of Physical Science. By E. von Hartmann. Authorized translation by Wm. Chatterton Coupland. 3 volumes.	Macmillan & Co.	New York, N. Y.	8vo	32+372; 6+388; 8+60	\$9 00
Studies and Exercises in Formal Logic. By John Neville Keynes.	do	do	12mo	21+414	3 00
Hackwood's Notes of Lessons on Moral Subjects	Thos. Nelson & Sons.	do	do	1 00	1 00
A Critical History of Philosophy. By Rev. Asa Mahan, D. D., LL. D. 2 vols.	Phillips & Hunt.	do	8vo	22+431; 15+435	4 60
Modern Theories in Philosophy and Religion. By John Tulloch, D. D.	Scribner & Welford.	do	8vo	419	6 00
Agnosticism of Hume and Huxley; with a Notice of the Scottish School. By James McCosh, D. D. (Philosophic series, No. 6.)	Clas. Scribner's Sons.	do	12mo	4+70	50
Certitude, Providence, and Prayer. By James McCosh, D. D. (Philosophic series, No. 4.)	do	do	12mo	3+46	50
Locke's Theory of Knowledge; with a Notice of Berkeley. By James McCosh, D. D. (Philosophic series, No. 5.)	do	do	12mo	4+77	50
The Theory of Morals. By Paul Janet. From the latest French edition. Translated by Miss Mary Chapman, under the supervision of President Noah Porter.	do	do	8vo	9+490	2 50
The Elements of Logic. By W. Stanley Jevons. Recast by D. J. Hill	Sheldon & Co.	do	12mo	17+330	1 00
(See Mechanics and Physics.)					
PHYSICS.					
POLITICAL AND SOCIAL SCIENCE.					
A Synopsis of Government.—United States, State, County, City, and Borough. By M. L. Knight.	The Henry Bill Pub. Co.	Norwich, Conn.	8vo	Each,	3 75
Twenty Years in Congress: from Lincoln to Garfield. By James G. Blaine. 2 vols.	do	do	do	do	do
Rise and Fall of Political Parties in the United States. By Rufus Blanchard. {	Nat. School Fur. Co.	Chicago, Ill.	24mo	218	25
Local Government and Free Schools in South Carolina. By B. Ja. Ranage. (Johns Hopkins University Studies, No. 12.)	Brentano Bros.	New York, N. Y.	8vo	10+40	40
The Past and the Present of Political Economy. By Robt. T. Ely. (Johns Hopkins University Studies, second series.)	Johns Hopkins University.	Baltimore, Md.	8vo	64	35
Taxation in the United States, 1789-1816. By Henry Carter Adams. (Johns Hopkins University Studies, 2d series, Nos. 5-6.)	do	do	8vo	79	50
The Diplomatic History of the Wars for the Union. Fifth volume of the works of Wm. H. Seward, edited by Geo. E. Baker.	Houghton, Mifflin & Co.	Boston, Mass.	8vo	2+8+326	3 00

The Coöperative Commonwealth in Outlines: An Exposition of Modern Socialism. By Laurence Gronlund.do.....	12mo.....	278	1 00
The Relations of Capital and Labor. By Wendell Phillips, with an introduction by Geo. L. Austin.do.....	8vo.....	25
The Course of Empire: Being Outlines of the Chief Political Changes in the History of the World. By Chas. Arthur W. Foster. With maps.	James R. Osgood & Co.....	8vo.....	3 00
The People and Politics of the United States and the Significance and Relation of Political Forms. By G. W. Hosmer, M. D.do.....	8vo.....	6+339	3 00
The Citizen and the Neighbor: or, Man's Rights and Duties as They Live together in the State and in Society. By Chas. P. Dole.	Unitarian S. S. Soo.....	16mo.....	2-100	20
Parsons' Third-Book of Forms: A Compendium of Business and Social Rules. By J. E. White and W. F. Parsons. Fourth edition, revised and enlarged.	Battle Creek, Mich.....	8vo.....	657	5 00
Money and the Mechanism of Exchange. By W. Stanley Jevons. In Spanish. Part I.	New York, N. Y.....	8vo.....	46	1 50
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What Social Classes Owe to Each Other. By Wm. Graham Sumner.do.....	16mo.....	60	60
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Problems in Political Economy. By Wm. Graham Sumner.do.....	16mo.....	6+125	1 25
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Economic Tracts: First and Second Series of the Publications of the Society for Political Education.do.....	8vo.....	1 00
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Work and Wages. By Thomas Brassey.do.....	16mo.....	1 00
Political Economy. By Arthur Latham Perry. Eighteenth edition.	Charles Scribner's Sons.....	8vo.....	14+808	2 50
American Political Philosophy. By James Taylor.	A. H. Smythe.....	8vo.....	60	80
	Columbus, Ohio.....	Paper,

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c.—Continued.*

Name of book and author.	1	2	3	4	5	6
THEOLOGY.						
The Creed and the Confession of Faith. Reported December 19, 1882, by the creed commission to the Congregational Churches of the United States. Martin Luther: A Study of the Reformation. By Edwin D. Mead. The Life of Paul. By D. R. Fay. Illustrations and maps. The Ideas of the Apostle Paul. Translated into their modern equivalents. By James Freeman Clarke. Christian History in Its Three Great Periods. By Jos. Henry Allen. 3 vols. Manual of Unitarian Belief. By James Freeman Clarke.			Boston, Mass	32mo.	20	\$0 05
The Four Gospels. By J. W. Hanson, D. D. Hand-Book of Christian Evidences. By James W. Scott. Revised edition. The Early Prevalence of Monotheistic Beliefs. By Rev. Geo. Rawlinson. The Book of Psalms. Translated by Rev. T. K. Chalmers. The Foundations of Religious Belief: The Method of Natural Theology Indicated against Modern Objections. By W. D. Wilson, D. D. The Bishop Paddock Lectures, 1882. By Rev. George A. Jackson. (Early Christian Literature, Vol. III.) The Post-Nicene Latin Fathers. By Rev. Geo. A. Jackson. The Parabolic Teaching of Christ: A Systematic and Critical Study of the Parables of Our Lord. By Alice B. Malinau-Brace, D. D. Sacred Christian Theology. By Henry B. Smith, D. D. Edited by Wm. S. Kart, D. D. An Index to the Bible.			do	12mo.	16+358	1 00
The Parables of Our Lord. By Rev. Wm. Arnok. New issue. The Period of the Reformation. By Ludwig Hüfner. Edited by Wm. Oncken. Translated by Mrs. G. Stange, New edition. The Public Ministry and Pastoral Methods of Our Lord. By Wm. Gordon Blake, D. D. The Life of Christ. By F. W. Farrar, D. D. New edition. Portrait and map illustrated. The Bible work; or, Bible Readers' Commentary. B. J. Glenworth Butler, D. D. In 2 volumes. Vol. 1: The fourfold gospel. Illustrated, with maps Biblical Lights and Side-Lights. By Rev. Chas. F. Little. Ten thousand quotations of Biblical facts, incidents, and striking statements.			do	8vo.	224	60
			do	16mo.	231	60
			do	8vo.	10+515	2 50
			do	8vo.	14+650	3 50
			do	12mo.	2+94	15
			do	8vo.	7+512	1 75
			do	12mo.	22+702	2 50
			do	12mo.	4+347	1 50
			do	4to.	24+775	10 00
			do	8vo.	685	5 00
			do	8vo.	5+632	4 00

Critical and Exegetical Hand-Book of the Epistles to the Corinthians. By Heinrich August Wilhelm Meyer. Translated from the fifth German edition by Rev. D. Douglas Bauman. Revised and edited by Wm. P. Dickson, D. D., with a preface and supplementary notes by Talbot W. Chambers, D. D.	do	do	8vo	15+720	3 00
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Outlines of the Mental Plan and the Preparation Therein for the Precepts and Doctrines of Christ. By L. W. Mansfield.	do	do	16mo	142	80
Wesley and Early Methodism. By Angela K. Davis.	do	do			

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c.—Continued.*

Name of book and author.	1	Name of publisher.	2	Place of publication.	3	Size of book.	4	Number of pages.	5	Price.	6
THEOLOGY.—Continued.											
The Natural Law in the Spiritual World. By Henry Drummond. Cheap edition.											
The Book of the Beginnings: A Study of Genesis. By R. Heber Newton... Revealed Religion Expounded by Its Relations to the Moral Being of God. By Henry Cottrell, D. D.											
The Growth of Christianity during Nineteen Centuries, Exhibited in a Series of Charts and Numerical Tables. By A. O. Van Lennep and A. F. Schauffler.											
Pulpit Commentary. Edited by Rev. H. D. M. Spence and Rev. Jos. S. Exell: I Samuel: Exposition by Very Rev. R. Payne Smith, D. D.; Homilies by Rev. Prof. C. Chapman; Homilies by Rev. D. Fraser, D. D., and Rev. B. Dale, D. D. Fifth edition.											
I Corinthians: Exposition by Archibald Farrar, D. D.; Homilies by Rev. David Thomas; Homilies by Revs. Donald Fraser, Ex-Chancellor-Lipscomb, E. Hurdall, Prof. J. R. Thomson, R. Tucker, J. Walte, and H. Bremner.											
Deuteronomy: Exposition by Rev. W. L. Alexander, D. D.; Homilies by Rev. C. Clemanco, D. D.; Homilies by Revs. J. Orr, D. Davies, and R. M. Edgar.											
The Acts of the Apostles: Exposition and Homilies by Rev. Lord A. C. Hervey, D. D.; Homilies by Revs. P. C. Barker, R. A. Redford, E. Johnson, R. Tucker, and W. Clarkson. 2 vols.											
Leviticus: Introductions by Revs. R. Collins and A. Cave; Expositions and Homilies by Rev. F. Meyrick; Homilies by Revs. R. A. Redford, W. Clarkson, R. M. Edgar, J. A. Macdonald, and S. R. Aldridge.											
The Reformation in Sweden: Its Rise, Progress, and Crisis, and Its Triumph under Charles IX. By C. M. Euler, D. D.											
The Doctrine of Divine Love; or, Outlines of the Moral Theology of the Evangelical Church. By Ernest Satorius. Translated by S. Taylor.											
The Gospel According to St. Mark. By Thomas M. Lindsay, D. D. With maps.											
Lectures, Chiefly Expository, on St. Paul's First and Second Epistle to the Thessalonians. By John Hutchinson, D. D.											
The Life of Christ. By Bernhard Weiss. Translated by M. G. Hope. Vols. II and III.											
The Life of St. Paul. By Rev. James Stalker.											
The Parables of Jesus; a Methodical Exposition. By Siegfried Goebel. Translated by Prof. Banks.											
James Pott				New York, N. Y.		12mo.		414		\$1 50	
G. P. Putnam's Sons				do		16mo.		13+311		1 00	
do				do		8vo.		117		1 60	
A. D. F. Randolph & Co.				do		8vo.		13		75	
do				do		8vo.		16+573		2 00	
do				do		8vo.		7+575		2 00	
do				do		8vo.		52+577		2 00	
do				do		8vo.		26+457; 345		4 00	
do				do		8vo.		48+435		2 00	
do				do		16mo.		4+259		1 25	
Scribner & Welford				do		8vo.		379		3 00	
do				do		16mo.		272		1 00	
do				do		8vo.		369		3 75	
do				do		8vo.		463; 428		Each, 3 00	
do				do		16mo.		149		75	
do				do		8vo.		460		3 00	

The Westminster Assembly: Its History and Standard. By Alex. F. Mitchell, D. D. Band lecture for 1882.do.....	8vo.....	519	4 20
Biblical Study: Its Principles, Methods, and History. By Charles Augustus Briggs, D. D. Contains a catalogue of books of reference.	Charles Scribner's Sons	8vo.....	13+506	2 50
The Doctrine of Sacred Scripture: A Critical, Historical, and Dogmatic Inquiry into the Origin and Nature of the Old and New Testaments. By Geo. A. Laid, D. D. 2 volumes.do.....	8vo.....	21+761; 14+765	7 00
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Jesus Christ; God; God and Man. By Rev. John B. H. Lacortaire. Conferences delivered at Notre Dame in Paris. New edition.do.....	8vo.....		
Notes on the Late Revision of the New Testament Version. By Rev. Daniel R. Goodwin.do.....	8vo.....		

TABLE XXIV.—*Publications, educational, historical, &c., for 1883-'84, &c.—Continued.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
THEOLOGY.—Continued.					
Lecture on Pastoral Work. By W. Walsham How, D. D. Delivered in the Divinity School, Cambridge.	E. and J. B. Young & Co.	New York, N. Y.	16mo.	2+156	\$0 80
The New Covenant According to Matthew. By Edward Alexander Guy.	Rob. Clarke & Co.	Cincinnati, Ohio	24mo.	79+24	25
The Preacher and His Sermon: A Treatise on Homiletics. By Rev. John W. Fetter.	United Brethren Publishing House.	Dayton, Ohio	8vo.	2+381	Paper, 2 25
The Books of Joshua, Judges, Ruth, I and II Samuel, I and II Kings. The common version revised, with an introduction and occasional notes, by Thomas J. Conant.	American Baptist Publishing Society.	Philadelphia, Pa.	8vo.	22+358	2 00
Commentary on the Revelation. By Justin A. Smith, D. D., in consultation with James Robinson Boise, D. D. Illustrated.	.....do.....	.....do.....	8vo.	317	2 00
Harmonic Arrangement of the Acts of the Apostles. By Geo. W. Clark, D. D. Arranged with chronological and explanatory notes and valuable tables.	.....do.....	.....do.....	12mo.	263	1 25
Early Church History to the Death of Constantine. Compiled by Edward Backhouse. Edited and enlarged by Charles Tylor.	J. B. Lippincott & Co. ....	.....do.....	8vo. ....	.....	6 00
Life of Martin Luther. By Julius Kistlin. Translated by J. G. Morris, D. D.	Lutheran Publishing Society.	.....do.....	8vo.	496	2 50
American Greek Testaments: A Critical Bibliography. By Isaac H. Hall.	Pickwick & Co. ....	.....do.....	8vo.	82	1 50
A Pocket System of Theology for Sabbath-School Teachers and Church Members Generally. By Rev. John Reid. Introduction by Rev. John Hall, D. D.	Presbyterian Board of Publication.	.....do.....	16mo.	4+246	1 00
What is Presbyterian Law as Defined by the Church Courts? By J. Aspinwall Hodge. Third edition, with an appendix containing the decisions of the general assemblies of 1882 and 1883.	.....do.....	.....do.....	12mo.	575	1 75
A Short History of the Bible. By Bronson C. Keeler. New edition	C. P. Farrell.	Washington, D. C.	12mo. ....	.....	75

TABLE XXV.—*Improvements in school furniture, apparatus, ventilation, &c., patented in the United States in the years 1883 and 1884.*

Name of patentee.	Residence.	Number of patent.	Title of patent.
McKinnon, Cameron.....	Midway, Ala.....	298, 663	Pen rest.
Faucette, James B.....	Dover, Ark.....	289, 401	Theodolite.
Dowman, David D.....	Eureka, Cal.....	300, 203	Revolving book stand.
Wood, Howard L.....	Grass Valley, Cal.....	296, 092	Slate washer.
Miller, J. Franklin.....	Oakland, Cal.....	299, 668	Combined pen holder and blotter.
Cogswell, Henry D.....	San Francisco, Cal.....	272, 653	Air cooling apparatus.
Foster, John F.....	San Francisco, Cal.....	273, 268	Pencil clasp.
Price, George C.....	San Francisco, Cal.....	284, 326	Slate pencil sharpener.
Cook, G. W. F.....	San Francisco, Cal.....	300, 735	Combined slate pencil sharpener and sponge holder.
Price, George C.....	San Francisco, Cal.....		
Price, W. C.....	San Francisco, Cal.....		
Cook, G. W. F.....	San Francisco, Cal.....	287, 477	Ventilator.
Schmolz, William.....	San Francisco, Cal.....	288, 372	Tellurian.
Shaw, Albert C.....	San José, Cal.....	275, 475	Arithmetical chart.
Finch, James B.....	San José, Cal.....	294, 254	Folding map rack.
Montgomery, Frank P.....	Spencerville, Cal.....	298, 090	Pen holder.
Holman, Stephen A.....	Buena Vista, Colo.....	291, 723	Pen holder.
Halsey, John S.....	Hartford, Conn.....	278, 225	Calipers.
Crittenden, Ralph.....	Waterbury, Conn.....		
Henry, R. G.....	Hartford, Conn.....	285, 684	Caliper gauge.
Sauter, Edward.....	Meriden, Conn.....	296, 456	Pen.
Rightmyer, William T.....	Mt. Carmel, Conn.....	299, 242	Attachment for pen holders.
McLane, Edwin P.....	New Haven, Conn.....	288, 771	Calipers.
Brown, Reuben II.....	West Winsted, Conn.....	296, 751	Pencil sharpener and holder.
Holdsworth, Thomas.....	Wilmington, Del.....	272, 188	Blotter tablet.
Bancroft, William.....	Darlot, Ga.....	287, 434	Ventilator.
Hendry, Alfred J.....	Chicago, Ill.....	291, 666	Ventilator.
Ayer, John M.....	Chicago, Ill.....	273, 805	Ventilator.
Blackman, James M.....	Chicago, Ill.....	290, 846	Removable book cover.
Bronson, James M.....	Chicago, Ill.....	299, 733	Cyclometer.
Burns, Robert.....	Chicago, Ill.....	279, 534	Adjusting mechanism for calipers.
Byrne, John J.....	Chicago, Ill.....	282, 702	Combined blotter, calendar, and ruler.
Caldwell, William L.....	Chicago, Ill.....	297, 129	Apparatus for heating.
Graham, Daniel M.....	Chicago, Ill.....	271, 061	Folding desk.
Hafgar, Magnus J.....	Chicago, Ill.....	278, 010	School blackboard.
Hanstein, Herman.....	Chicago, Ill.....	288, 235	Attachment to dividers.
Hepp, Daniel.....	Chicago, Ill.....	276, 399	Pen holder.
Lancaster, Israel.....	Chicago, Ill.....	290, 691	School slate.
Newman, John A.....	Chicago, Ill.....	282, 659	Card for teaching drawing.
Ridge, Joseph.....	Chicago, Ill.....	294, 154	Muffler for school slates.
Swain, Edgar D.....	Chicago, Ill.....	298, 891	Noiseless slate.
Weis, Julius.....	Chicago, Ill.....	297, 541	Dictionary stand.
Doabler, John W. H.....	Chicago, Ill.....	300, 421	Blotting pad and ruler.
Hecklinger, George B.....	Rockford, Ill.....	292, 902	Map holder.
Kiser, William S.....	Streator, Ill.....	292, 650	Shading pencil.
Todd, Marshall.....	Albion, Ind.....	292, 658	Tax, interest, and percentage calculator.
Hull, Lewis O.....	Danville, Ind.....	271, 949	Interest calculator.
Fry, Henry R.....	Fort Wayne, Ind.....	287, 400	Pencil holder.
Dodge, Wallace H.....	Grant County, Ind.....	273, 059	Map case.
Kennedy, Albert H.....	Mishawaka, Ind.....	286, 594	School desk.
Conlter, Joseph F.....	Rockport, Ind.....	270, 225	Geometrical block.
Fitch, Eugene L.....	Burlington, Iowa.....	273, 260	School desk and seat.
Byrkit, Archibald R.....	Des Moines, Iowa.....	299, 592	Siphon starter.
Burt, George.....	Fairfield, Iowa.....	289, 384	Book rest.
Pond, Orlando M.....	Fort Madison, Iowa.....	298, 726	Music holder.
Siltz, Frank R.....	Independence, Iowa.....	298, 499	Slate frame.
O'Neil, Edward F.....	Leon, Iowa.....	280, 092	Ventilator.
Ward, George C.....	Storm Lake, Iowa.....	299, 492	Key-board attachment for musical instruments.
Hicks, Amanda M.....	Girard, Kans.....	297, 041	Pencil.
Dishman, A.....	Clinton, Ky.....	300, 075	Heating and ventilating device for buildings.
Crabtree, Thomas A.....	Paducah, Ky.....		
Libby, Frederic M.....	East Surry, Me.....	283, 576	Book holder.
Frey, Charles.....	Portland, Me.....	294, 478	Pen holder.
Gard, William E.....	Baltimore, Md.....	275, 058	Siphon.
Bell, Albert.....	Baltimore, Md.....	276, 800	Lead pencil case.
Frost, Francis S.....	Reisterstown, Md.....	290, 169	Book support.
Bellows, Stephen H.....	Arlington, Mass.....	275, 631	Easel.
White, William A.....	Athol, Mass.....	297, 056	Caliper rule.
Getchell, Ellen S.....	Athol, Mass.....	299, 722	Calipers.
Huntoon, Hazen P.....	Boston, Mass.....	296, 259	Calipers.
Johnston, F. J.....	Boston, Mass.....	295, 996	Book cover.
Hanson, H. L.....	Boston, Mass.....	300, 709	Pen or pencil case.
Lockwood, Rhodes.....	Boston, Mass.....	293, 014	Siphon bottle.
Rich, Perez C.....	Medford, Mass.....		
Robinson, J. Watts.....	Boston, Mass.....	270, 959	Pencil.
	Boston, Mass.....	297, 717	Ruler.
	Boston, Mass.....	294, 079	Machine for computing interest.

TABLE XXV.—Improvements in school furniture, apparatus, &c.—Continued.

Name of patentee.	Residence.	Number of patent.	Title of patent.
Spencer, A. H.	Boston, Mass.	291, 416	Penholder.
Wallace, William V.	Boston, Mass.	297, 476	Air cooling device.
Kennedy, Thomas M.	Cambridge, Mass.	295, 923	Pencil.
Weinschenk, Gustave	Cambridge, Mass.	289, 195	Combined copy holder and book rest.
Abbott, Levi	Cambridgeport, Mass.	296, 100	Ellipsograph.
Robin, Simon	Cambridgeport, Mass.	196, 356	Revolving book rest.
Chadwick, Edward W.	Edgartown, Mass.	299, 560	Ventilator for window sashes.
Tarr, Charles M.	Gloucester, Mass.	283, 041	Pointer for blackboards and maps.
Ayres, George A.	Holyoke, Mass.	277, 533	Hygrometer.
Lamson, Warren H.	Lynn, Mass.	292, 495	Pen staff and hand support.
Bailey, Charles J.	Newton, Mass.	299, 716	Blotting pad.
Coveil, Edward T.	New Bedford, Mass.	273, 669	Book cover protector.
Foot, Edward H.	Somerville, Mass.	292, 412	Book mark and pencil holder.
Gould, George H.	Somerville, Mass.	284, 404	Automatic book mark.
Foster, Walter K.	Stoneham, Mass.	295, 632	Cyclometer.
Elsey, George	Springfield, Mass.	290, 564	Pencil sharpener.
Phelps, Edward B.	Springfield, Mass.	192, 162	Pencil sharpener holder.
Spalding, Cyrus G.	Springfield, Mass.	296, 397	Eraser.
Crane, James A.	Westfield, Mass.	275, 696	Music leaf holder.
Sibley, Willard E.	Weston, Mass.	293, 809	Adding machine.
De Vos, Cornelius.	Dattle Creek, Mich.	299, 914	Book cover.
Stone, Irving L.	Battle Creek, Mich.	291, 235	Pencil sharpener.
Merrill, Charles A.	Grand Rapids, Mich.	291, 499	Combined paper holder, calendar, and blotter.
Travis, Jerome	North Adams, Mich.	299, 875	Folding seat for school furniture.
Curtis, Uriah	Concord, Minn.	299, 826	School desk and seat.
Sage, Aldis E.	Minneapolis, Minn.	294, 162	Combined map case and holder.
Mudgett, Isaiah S.	Princeton, Minn.	293, 152	Instrument for calculating interest, &c.
Jackson, William J.	McComb, Miss.	298, 411	Pen holder.
Wilson, John N.	Carthage, Mo.	279, 787	Book holder.
Beazley, Robert H.	Fayette, Mo.	297, 284	Paper holder.
Beasley, W. H.	Humansville, Mo.	288, 441	Folding desk and seat.
Blitz, Samuel	Kansas City, Mo.	277, 096	Book clamp.
Rush, David M.	Louisburg, Mo.	289, 483	Adding machine.
Hoffman, William R.	Oregon, Mo.	292, 782	Shading pen.
Cwerdinski, Alphonse T.	St. Louis, Mo.	297, 342	Adding machine.
Frederick, August H.	St. Louis, Mo.	300, 440	Combination writing instrument.
Ryan, Francis D.	St. Louis, Mo.	292, 256	Adding machine.
Scammell, Henry B.	St. Louis, Mo.	289, 658	Music holder.
Taylor, Daniel B.	St. Louis, Mo.	289, 392	Pencil holder.
Smalstig, William C.	Springfield, Mo.	293, 625	Blotter.
Poor, John O.	Franklin, N. H.	300, 328	Siphon.
Bean, R. E.	Franklin, N. H.	293, 280	Self sharpening pencil and eraser combined.
Schramm, Henry G.	Camden, N. J.	282, 800	Ventilator.
Heyer, William D.	Elizabeth, N. J.	300, 809	Adding machine.
Spengler, Christian G.	Hoboken, N. J.	292, 581	Paper or pamphlet holder.
Haring, John C.	Jersey City, N. J.	295, 689	Pencil sharpener.
Adams, George B.	Newark, N. J.	297, 996	School slate.
Seely, Willis G.	Albany, N. Y.	299, 283	Pen.
Slater, Jacob G.	Albany, N. Y.	292, 909	Case for pencils.
Gorman, Thomas C.	Albany, N. Y.	301, 056	Pencil case.
Brinkerhoff, Warren M.	Auburn, N. Y.	270, 197	Lead and crayon holder.
Emack, John D.	Baldwin, N. Y.	272, 931	Lead or crayon holder.
Davidson, Arnold.	Brooklyn, N. Y.	274, 037	Music leaf holder.
Eaton, Asabel K.	Brooklyn, N. Y.	295, 061	Ventilator.
Geisler, William H.	Brooklyn, N. Y.	293, 650	Pen cleaner.
Green, Monroe	Brooklyn, N. Y.	296, 122	Receipt, check, draft, and similar books.
Hayes, Henry E.	Brooklyn, N. Y.	298, 740	Muffler for slates and slate frames.
Pecan, George W.	Brooklyn, N. Y.	288, 698	School slate.
Sloane, Thomas O.	Brooklyn, N. Y.	297, 573	Interest calculator.
Smith, Albert M.	Brooklyn, N. Y.	292, 161	Galvanometer.
Spencer, Mary J.	Brooklyn, N. Y.	273, 062	Music leaf turner.
Taylor, Theodore F.	Brooklyn, N. Y.	294, 870	Ruler.
Akins, John	Buffalo, N. Y.	395, 636	Revolving map stand.
Charles, Robert.	Buffalo, N. Y.	270, 470	School slate.
Cook, John A.	Buffalo, N. Y.	292, 515	Photometer.
Cutler, Abner.	Buffalo, N. Y.	293, 296	Pencil sharpener.
Walbridge, Dwight F.	Buffalo, N. Y.	291, 415	Scholar's companion.
Batchelor, Job.	Buffalo, N. Y.	293, 111	Automatic telegraph system.
Felt, John	Clayton, N. Y.	293, 112	Marking stylus for automatic telegraphs
		295, 141	Protector for book leaves.
		277, 003	Pen rack.
		296, 730	Combined pencil sharpener, eraser, &c.
		283, 467	Inkstand.
		270, 708	Slate wiper.
		299, 902	Pencil clasp.
		280, 922	Combined stopper and tube for inkstands.

TABLE XXV.—Improvements in school furniture, apparatus, &c.—Continued.

Name of patentee.	Residence.	Number of patent.	Title of patent.
Neary, Philip	Dryden, N. Y.	276, 866	Adding machine.
Pilgrim, Conrad	East New York, N. Y.	292, 678	Folding slate.
Norris, William R.	Port Ann, N. Y.	279, 268	Educational map.
Pagan, George	New Brighton, N. Y.	276, 819	Indicator for schools.
David, John B.	New Rochelle, N. Y.	293, 739	Inkstand or receiver.
Barnum, Joseph I.	New Rochelle, N. Y.	272, 938	Music leaf turner.
Birch, John S.	New Rochelle, N. Y.	276, 659	Pencil or crayon holder.
Boman, Claes W.	New Rochelle, N. Y.	{ 297, 106	Device for holding pencils and other objects.
		{ 297, 060	Lead and crayon holder.
Bowman, Frank	New Rochelle, N. Y.	286, 111	Blank or composition book.
Boylam, Patrick	New Rochelle, N. Y.	291, 570	Latitude indicator.
Callock, Charles F.	New Rochelle, N. Y.	{ 274, 719	Book adjuster and supporter.
Dauids, C. H.	Brooklyn, N. Y.	{ 287, 907	Case for pencils and similar implements.
		{ 291, 297	Combined pen and pencil.
		{ 270, 746	Combined pen holder, pencil, and toothpick.
Collard, Richard M.	New York, N. Y.	{ 291, 879	Extension case for pencils.
		{ 300, 346	Pencil.
		{ 300, 093	Pencil case.
Crandall, William E.	New York, N. Y.	275, 598	Combined desk and blackboard.
Dellenbaugh, Frederick S.	New York, N. Y.	284, 591	Combined reservoir and palette.
Eybel, Bernhard	New York, N. Y.	291, 993	Pencil holder.
Fairchild, Le Roy W.	New York, N. Y.	{ 294, 364	Case for pencils.
		{ 291, 886	Pen and pencil case.
Galloway, John	New York, N. Y.	288, 419	Stenographic machine.
Groesbeck, David	New York, N. Y.	290, 041	Ventilator.
Hoffman, Joseph	New York, N. Y.	{ 270, 567	Automatic holder for knives and pencils.
		{ 290, 683	Lead and crayon holder.
		{ 290, 684	Pencil.
		{ 291, 597	Pencil sharpener.
Jaeger, Gustav L.	New York, N. Y.	{ 272, 700	Lead pencil.
		{ 273, 546	Lead or crayon holder.
Kaldenberg, Frederick J.	New York, N. Y.	282, 530	Lead or crayon holder.
Keller, Louis	New York, N. Y.	296, 179	Combined calendar and paper weight.
Kidder, William K.	New York, N. Y.	295, 770	Microscope.
Knapf, John H.	New York, N. Y.	295, 497	Lead and crayon holder.
Kropff, Herman	New York, N. Y.	271, 716	Air cooling apparatus.
Lambie, Robert M.	New York, N. Y.	283, 495	Book holder.
McCandless, Joseph P.	New York, N. Y.	295, 263	Blank book.
Moses, Otto A.	New York, N. Y.	{ 286, 953	Voltaic arc lamp.
		{ 276, 702	Voltaic arc light.
Nolan, Patrick W.	New York, N. Y.	297, 434	Heating and ventilating apparatus.
Reckendorfer, Joseph	New York, N. Y.	286, 066	Pen holder.
Regua, Ella L.	New York, N. Y.	274, 031	Tablet for teaching penmanship.
Schuyler, Daniel	New York, N. Y.	289, 570	Music cabinet.
Smitten, Thomas W. F.	New York, N. Y.	274, 836	Pen and pencil holder.
Stafford, Marshall B.	New York, N. Y.	297, 189	Ventilator.
Uhlig, Richard W.	New York, N. Y.	276, 543	Lead or crayon holder.
Ward, Celeb T.	New York, N. Y.	299, 602	Book case.
Williams, Henry S.	New York, N. Y.	{ 298, 532	Portfolio.
Shipman, E. L.	New York, N. Y.	{ 292, 607	Autographic telegraph.
Wilson, Michael H.	New York, N. Y.	295, 137	Writing tablet.
Wittman, Rudolf C.	New York, N. Y.	290, 046	Marking and shading pen.
Alderman, Elbert E.	Portville, N. Y.	282, 110	Music leaf turner.
Onslow, Charles	Port Ewen, N. Y.	297, 602	Micrometer.
Hooker, Thomas	Syracuse, N. Y.	286, 051	Hand rest for books.
Metz, Charles H.	Utica, N. Y.	297, 651	Pen holder.
Warner, Oliver S.	Akron, Ohio	{ 279, 388	Fountain pen.
		{ 300, 260	Lead holder for pencils.
Holland, John	Cincinnati, Ohio	292, 313	Pencil case.
		298, 583	Pencil case and lead.
		275, 912	Stylographic fountain pen.
Knagge, John T.	Cincinnati, Ohio	300, 375	Pencil sharpener.
Rapp, Christian F.	Cincinnati, Ohio	289, 711	School slate.
Shipley, Morris S.	Cincinnati, Ohio	300, 740	Pencil holder.
Tyreil, Edward	Cincinnati, Ohio	290, 291	Pencil holder.
Knowles, Thomas B.	Cleveland, Ohio	291, 604	Inkstand.
Mann, John E.	Cleveland, Ohio	299, 993	Ruler.
Heller, Levi D.	Columbus, Ohio	281, 876	Pen support and hand rest.
Reynolds, Lewis G.	Dayton, Ohio	289, 933	Writing paper tablet.
Binkley, L. H.	{		
Wright, T. H.	Ironton, Ohio	289, 608	Blotter.
Woodward, Delbert K.	Lordstown, Ohio	{ 280, 278	Easel attachment.
		{ 280, 279	Easel.
Work, Charles L.	Mt. Vernon, Ohio	272, 008	Book holder.
Craft, David L.	Springfield, Ohio	274, 566	Blackboard eraser.

TABLE XXV.—Improvements in school furniture, apparatus, &c.—Continued.

Name of patentee.	Residence.	Number of patent.	Title of patent.
Colburn, Henry J.....	Toledo, Ohio.....	277, 545	School desk.
Shepherd, Pius L.....	Toledo, Ohio.....	272, 166	Folding desk.
Brinkerhoff, Alexander W.....	Upper Sandusky, O.....	275, 983	Ink bottle.
Davis, John.....	Allegheny, Pa.....	292, 158	Globe and globe support.
Stewart, Henry.....	Erie, Pa.....	271, 749	Abacus attachment for school slates.
Fox, Amos T. and D. T.....	Mt. Pleasant, Pa.....	279, 737	Music leaf turners.
Barrie, Robert C.....	Philadelphia, Pa.....	300, 834	Music stand.
Brown, Charles W.....	Philadelphia, Pa.....	294, 756	Lead and crayon holder.
Crandall, William E.....	Philadelphia, Pa.....	298, 290	Alphabetical block and case.
Fernie, John.....	Philadelphia, Pa.....	275, 598	Combined desk and blackboard.
Hale, Henry S.....	Philadelphia, Pa.....	280, 595	Ventilating apparatus.
Heysinger, Isaac W.....	Philadelphia, Pa.....	300, 361	Book case.
Jones, Henry B.....	Philadelphia, Pa.....	298, 370	Combined paper weight and pen rack.
Pusey, Joshua.....	Philadelphia, Pa.....	283, 348	Inkstand.
Schmoele, Henry.....	Philadelphia, Pa.....	275, 517	Crayon holder.
Sill, Alfred N.....	Philadelphia, Pa.....	272, 090	Music roll.
Werner, Emil.....	Philadelphia, Pa.....	296, 235	Blotter.
		283, 175	Combined easel, artist's box, sketching-board and stool.
Brooke, Isaac.....	Pottstown, Pa.....	281, 501	Easel.
Schlecter, Gustavus A.....	Reading, Pa.....	299, 729	Slate pencil sharpener.
Brooke, Isaac.....	Roger's Ford, Pa.....	299, 730	Inkstand.
Nimmo, Andrew.....	Bristol, R. I.....	297, 722	Pencil clasp.
Fiske, Bradley A.....	Newport, R. I.....	280, 568	Inkstand.
Andem, Clinton S.....	Providence, R. I.....	280, 073	Calipers.
Arnold, William J.....	Providence, R. I.....	272, 948	Pencil or crayon holder.
Butcher, Joseph.....	Providence, R. I.....	297, 553	Music book holder.
Butterfield, William L.....	Providence, R. I.....	288, 966	Music leaf turner.
Carleton, Cyrus.....	Providence, R. I.....	270, 737	Cyclometer.
Cross, Alonzo T.....	Providence, R. I.....	291, 839	Lead and crayon holder.
Darling, Samuel.....	Providence, R. I.....	292, 409	Micrometer calipers.
		296, 538	Crayon holder.
		287, 420	Micrometer.
		289, 513	Micrometer gauge.
		291, 964	Fountain pen.
Wales, Walter II.....	Providence, R. I.....	296, 654	Lead and crayon holder.
Walsh, John B.....	Providence, R. I.....	277, 387	School slate.
Barnote, Albert K.....	Benton, Tex.....	293, 399	Adding machine.
Parker, Edwin V.....	Stratford, Vt.....	294, 498	Book holder and rest.
Tucker, Sylvester J.....	Richmond, Va.....	280, 772	Percentage calculator.
Kelly, E. F.....	Richmond, Va.....	291, 817	Percentage calculator.
Tucker, Sylvester J.....	Richmond, Va.....	279, 038	Micrometer calipers.
Stillman, George F.....	Madison, Wis.....	293, 731	Interchangeable chart frame.
Hamilton, James E.....	Two Rivers, Wis.....	276, 535	Pen holder.
Hester, Joseph G.....	Washington, D. C.....	278, 239	Writing pen and holder.
Knight, William H. H.....	Washington, D. C.....	277, 129	Lead or crayon holder.
Louis, Michael A.....	Washington, D. C.....	289, 426	Ventilator.
Stickney, Charles W.....	Washington, D. C.....	274, 528	Ellipsograph.
Phillips, Isaac.....	Silver City, Idaho.....	296, 054	Combined knife and pen holder.
Hardtuth, Franz.....	Budweis, Austria.....	276, 812	Pencil or crayon holder.
	Hungary.....		
Breton, Peter N.....	Montreal, Quebec, Canada.....	295, 226	Book carrier.
Blackhall, William B.....	Ontario, Canada.....	283, 853	Removable book cover.
Howitt, Hezekiah.....	Birmingham, Eng.....	295, 395	Metallic pen.
Fox, St. George L.....	London, England.....	279, 371	Apparatus for measuring electric currents.
Hickisson, James.....	London, England.....	297, 396	Combined apparatus for attachment to pencils.
Lee, W.....	London, England.....	292, 433	Galvanic battery.
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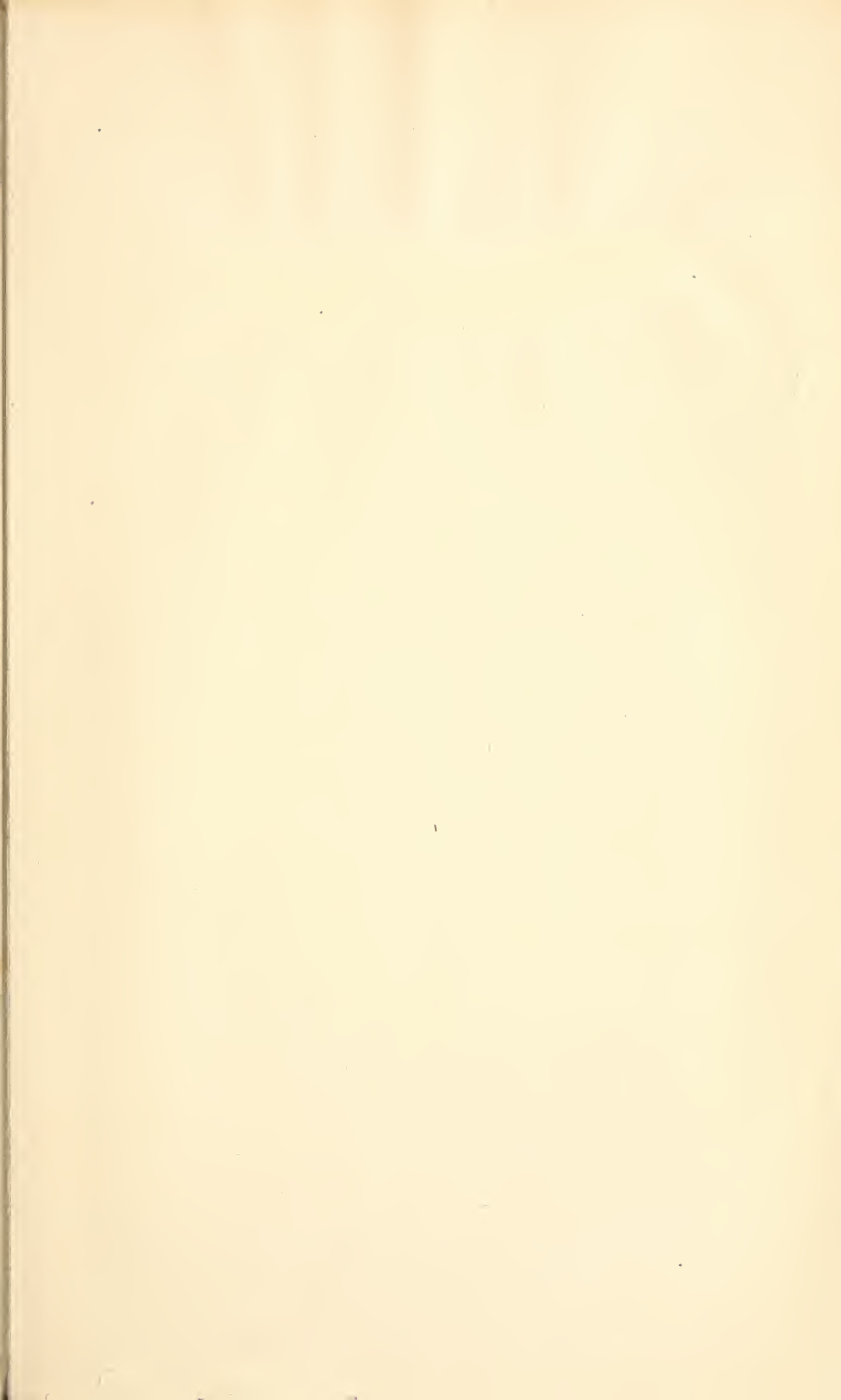
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